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ABSTRACT

This document contains the final and evaluation reports of a Central Savannah River Area Cooperative Educational Services Agency (CSRA CESA) career education project to effect incremental improvements in elementary, junior high, and senior high schools in the Columbia County School System. The final report describes these major activities: infusion of career education into teaching of basic skills, establishment of resource centers and a teacher advisory system, and development of implementation materials (guide for implementation of the teacher advisory system and three teacher guides). (Some guides are available separately--see note.) The evaluation report describes the final evaluation to determine student and teacher advancement during the project (1976-79). Following a discussion of program components, goals, and objectives, results are given of the evaluation, which used four process instruments: Program of Exploration in Career Education Knowledge Test (PECE), Self Observation Scales, Senior High Assessment of Reading Performance, and Criterion Reference Testing on Career Development (CRT). These results indicating program success are reported: scores improved for the PECE and CRT and were often higher than Georgia norms, and responses to a Teacher Survey showed that teachers felt good about career education. Extensive tables of results and scores and statistical analysis are included. (YLB)

ED193515

# FINAL REPORT

# CSRA CESA Project
# for
# Incremental Improvement in Career Education

Contract No. G0078C0015
Project No. 554AH80466
Entity No. 1-581136620-A1
FY & CAN No. 78-2006606

Margaret T. Harper, Project Director

This Report Covers the Period From
October 1, 1978 to September 30, 1979

CSRA Cooperative Educational Services Agency
P. O. Drawer 1025
Thomson, GA 30824
404-595-6991
Columbia County School System
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CE027027

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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## FINAL REPORT ABSTRACT

Project Number:: 554AH80466
Grant Number: G0078C0015

CSRA CESA/Columbia County Georgia
Project for Incremental Improvement in Career Education
October 1, 1978 to September 30, 1979
Project Director, Margaret T. Harper
Office of Career Education
Columbia County School System
Bel Air Elementary School
Evans, Georgia 30809 (404) 863-8725

Grantee Institution: CSRA CESA
P.O. Box 868
Thomson, Georgia 30824

### 9. Major Activities

All nine elementary schools, K-7, two junior high schools, 8-9, and two senior high schools, 10-12, in the Columbia County School System participated in the implementation of the K-12 career education program. Career Education Resource Teachers were identified at each school to act as a linking agent between the school and the project staff. The Porject Staff consisted of a Director, funded locally, an elementary career education specialist and a secondary career education specialist, funded from the project.

Initially, orientation sessions were conducted for the career ed resource teachers by the project director. The Career Education Resource Teachers then conducted orientation sessions at each school on the overall program goals. Follow up career education orientation and workshop sessions were conducted by the project staff and career education resource teachers cooperatively.

The major emphasis in this project was the infusion of career education activities into the teaching of the basic skills. Career Education resource centers were established in the libraries of each school for student use. In addition professional materials related to career education were placed in a centralized location for teacher use. At the junior and senior high level a teacher advisor system was established to facilitate career guidance activities. Advisory meetings were conducted on a scheduled basis for one period each month. At the senior high level, mini EBCE program was also implemented through the gifted program to provide students an opportunity to explore a career area of interest to them. Following a week of orientation, students "worked" for one full week at a learning station chosen by them rather than attending school.

Community Resource Guides were revised and made available to every teacher in the school system. Every school was given a "core" of career education curriculum and instructional materials. A materials guide was given to every teacher for ease in locating different career ed materials. In addition, a draft set of career education activity handbooks developed during the 1977-78 project year for each grade, K-7, and selected subject areas, 8-12, were given to each teacher for field testing.

## FINANCIAL STATUS REPORT

1. FEDERAL AGENCY AND ORGANIZATIONAL ELEMENT: VS Office of Education

2. FEDERAL GRANT NO. OR OTHER IDENTIFYING NO.: Contract No. G0078C0015

3. NAME AND ADDRESS OF GRANTEE ORGANIZATION:
Central Savannah River Area
Cooperative Educational Service Agency
P.O. Drawer 1025
Thomson, GA 30824

4. EMPLOYER IDENTIFICATION NO.: 1-581136620-A1

5. GRANTEE ACCOUNT NO. OR IDENTIFYING NO.: 554AH80466

6. FINAL REPORT: ☐ YES ☒ NO

7. BASIS OF REPORT: ☒ CASH ☐ ACCRUED EXPENDITURES

8. PROJECT PERIOD (Month, Day, Year) FROM 10 | 01 | 78 TO 9 | 30 | 79

9. REPORT PERIOD (Month, Day, Year) FROM 10 | 01 | 78 TO 9 | 30 | 79

10. STATUS OF FUNDS — PROGRAMS - FUNCTIONS - ACTIVITIES

| | (1) Personnel | (2) Fringe Benefits | (3) Travel | (4) Supplies | (5) Other | (6) | TOTAL |
|---|---|---|---|---|---|---|---|
| a. Total outlays previously reported | 23814.48 | 3907.43 | 489.68 | 589.89 | 10,723.08 | | 39,524.56 |
| b. Total program outlays this period | 22707.76 | 4086.26 | 399.78 | 4652.79 | 15,743.26 | | 47,589.85 |
| c. LESS: Program income credits | 0 | 0 | 0 | 0 | 0 | | 0 |
| d. Net program outlays this period | 46,522.24 | 7993.69 | 889.46 | 5242.68 | 26,466.34 | | 87,114.41 |
| e. Total program outlays to date | 46,522.24 | 7993.69 | 889.46 | 5242.68 | 26,466.34 | | 87,114.41 |
| f. LESS: Non-Federal share of program outlays | 0 | 0 | 0 | 0 | 0 | | 0 |
| g. Total Federal share of program outlays | 46,522.24 | 7993.69 | 889.46 | 5242.68 | 26,466.34 | | 87,114.41 |
| h. Total unpaid obligations | 0 | 0 | 0 | 0 | 0 | | 0 |
| i. LESS: Non-Federal share of unpaid obligations | 0 | 0 | 0 | 0 | 0 | | 0 |
| j. Federal share of unpaid obligations | 0 | 0 | 0 | 0 | 0 | | 0 |
| k. Total Federal share of outlays and unpaid obligations | 46,522.24 | 7993.69 | 889.46 | 5242.68 | 26,466.34 | | 87,114.41 |
| l. Total Federal funds authorized | 52,468.00 | 8265.00 | 2000.00 | 5500.00 | 26,767.00 | | 95,000.00 |
| m. Unobligated balance of Federal funds | 5,945.76 | 271.31 | 1110.54 | 257.32 | 300.66 | | 7,885.59 |

11. INDIRECT EXPENSE: a. TYPE OF RATE (Mark box)
☐ PROVISIONAL ☐ FINAL
☐ PREDETERMINED ☐ FIXED

b. RATE

c. BASE

d. TOTAL AMOUNT

e. FEDERAL SHARE

12. REMARKS (Attach additional sheets if necessary)

Check No.__________ in the amount of $7,885.59 for unobligated balance attached.

13. Certification - I certify that to the best of my knowledge and belief this report is correct and complete and that all outlays and unpaid obligations are for the purpose set forth in the grant award documents.

NAME: Miller Finley
TITLE: Bus. Mgr.
TELEPHONE: AREA CODE 404 NUMBER 541-0650 EXT. ------

SIGNATURE OF AUTHORIZED OFFICIAL

DATE REPORT IS SUBMITTED: 9/18/80

HEW-601T

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

CAREER EDUCATION PROGRAM

## PARTICIPANT SUMMARY

*NOTE. Participants include those DIRECTLY served by the project or, in the case of most parents and persons in the business/labor industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.*

FORM APPROVED
OMB NO. 51-R1187

| NUMBER OF PARTICIPANTS (see NOTE above) WHO ARE | RACE/ETHNICITY (all Participants including Handicapped, Gifted and Talented, and Low Income) | | | | | | OF THE TOTAL (column (6)) NUMBER WHO ARE | | | OF THE TOTAL (column (6)) NUMBER WHO ARE | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | AMERICAN INDIAN OR ALASKAN NATIVE (1) | ASIAN OR PACIFIC ISLANDER (2) | BLACK/NEGRO (3) | CAUCASIAN/WHITE (4) | HISPANIC (5) | TOTAL (sum of columns (1) through (5)) (6) | HANDICAPPED (7) | GIFTED AND TALENTED (8) | LOW INCOME (9) | MALE (10) | FEMALE (11) |
| UDENTS | | | | | | | | | | | |
| ELEMENTARY (K-6) | 0 | 0 | 695 | 3789 | 20 | 4504 | 330 | 320 | 212 | 2276 | 2228 |
| MIDDLE/JUNIOR HIGH (7-9) | 0 | 0 | 372 | 1839 | 15 | 2226 | 130 | 100 | 99 | 1192 | 1034 |
| SENIOR HIGH (10-12) | 0 | 0 | 242 | 1531 | 30 | 1803 | 232 | 65 | 77 | 939 | 864 |
| 2-YEAR COLLEGE | | | | | | | | | | | |
| 4-YEAR COLLEGE | | | | | | | | | | | |
| ADULTS (non-matriculated) | | | | | | | | | | | |
| [illegible] | 0 | 0 | 1309 | 7159 | 65 | 8533 | 692 | 485 | 388 | 4407 | 4126 |
| UCATIONAL PERSONNEL | | | | | | | | | | | |
| TEACHERS | 1 | 2 | 60 | 353 | 0 | 416 | | | | 62 | 354 |
| COUNSELORS | 0 | 0 | 1 | 5 | 0 | 6 | | | | 2 | 4 |
| ADMINISTRATORS | 0 | 0 | 4 | 15 | 0 | 19 | | | | 16 | 3 |
| EMBERS OF THE BUSINESS/ ABOR/INDUSTRY COMMUNITY | No Data Collected | | | | | | | | | | |
| ARENTS | No Data Collected | | | | | | | | | | |
| OTHER (specify) | | | | | | | | | | | |
| TOTAL | 1 | 2 | 1374 | 7532 | 65 | 441 | | | | | |

E FORM 467, 2'76

1978-79

8

Staff Development activities were conducted through faculty meetings, small group meetings, on a one-to-one basis, and through formal career education workshops. These activities were conducted by the project staff as well as the career education resource teachers. In addition, three to four teachers worked together on a weekly, scheduled basis, on "writing teams" to develop and revise career education curriculum materials. These writing teams also served as a vital method of providing staff development to teachers.

## 10. Project Participants

Central Savannah River Area Cooperative Education Service Agency (CSRA CESA), Thomson, Georgia, Grantee institution and dissemination area consisting of eleven contiguous school systems. Columbia County School System, Appling, Georgia, Demonstration Site, thirteen schools participating, including nine elementary, (K-7), two junior high, 8-9, and two senior high, 10-12. 422 teachers participating, 8533 students involved to some degree.

## 11. Evaluation

The formal evaluation of this project was conducted by Dr. Bob Bartos and Dr. Lyle Smith of Augusta College, Augusta, Georgia. The evaluation consisted of an evaluation of program processes and student learner outcomes from 1976-77 through 1978-79.

## 12. Changes and/or Problems

At mid year program goals and objectives were reevaluated. Some time lines were altered and program objective was omitted.

## 13. Dissemination Activities

Information on the Columbia County career education program was disseminated through newsletters and news articles, letters, presentations in other school systems and state meetings upon request, and visitations to the school system by other school systems. Technical assistance on the implementation of the program was offered to each of the eleven school systems involved in CSRA CESA.

## 14. Special Activities

The Columbia County project developed a set of materials for use by teachers and persons implementing career education programs in other systems and schools. Implementation handbooks were developed as well as Career Education Curriculum Guides for grades 1-7 and 8 through 12; handbooks and implementation guides were also developed for the Teacher Advisory System. A career education course for certificate renewal credit was developed and incorporated into the certification plan for staff development approved by the Georgia Department of Education. All elementary schools developed and implemented special school projects for career education involving all students, teachers and community representatives.

# MAJOR ACTIVITIES

## Introduction

The main purpose of the career education project being implemented in the Columbia County School System is to effect incremental improvements in two senior highs, two junior highs, and nine elementary schools, for replication by other systems in the CSRA (Central Savannah River Area Cooperative Educational Services Agency) area and by other school systems in the state.

## Process 1: Employ Project Staff

The first step toward the implementation of incremental improvements in the career education program in Columbia County was to employ a qualified career education staff.

A description of the personnel employed to discharge the responsibilities of this project follows:

### Elementary Specialist, K-7

The duties include assisting teachers, grades K-7, in adapting the curriculum, locating resource people in the community, assisting in developing and implementing learning activities, locating and selecting teaching materials and continuously evaluating and changing the activities for the successful implementation of the career education project.

### Secondary Specialist, 8-12

The duties include selecting and utilizing of resource people in the community, setting up field trips and student visits to learning stations, assisting the teachers in developing activities in the classroom, locating, reviewing and recommending teaching materials, assisting in developing a comprehensive guidance and counseling program; conducting teacher training workshops aimed at the above duties.

### Project Director

The duties include coordinating the career education program with the business/industry/labor community through the Advisory Committee, addressing meetings of community leaders, assisting the career education staff in all phases of their work, designing all details of the career education program project, assisting in the continuous evaluation of all activities, both process and student product; directing and assisting the staff in providing inservice training for teachers.

### Career Ed Aides

One elementary aide and two secondary career education aides were employed to assist the project staff and career education resource teachers implement the program. The duties included assisting the staff in updating the community resource file, locating appropriate career education materials, and assisting with general clerical duties. A job description is shown in Appendix A.

Process 2: Orientation of Career Education Resource Teachers

The second step was the orientation of the resource teachers at each school to the various program components, implementation procedures, curriculum and staff development materials. This was conducted during preplanning by the project director. A follow-up orientation was conducted on inservice day, October 13, by the project director and the career education specialists.

A guide for each Resource Teacher had been prepared by the project director and was given to each resource teacher to assist them in serving as a career ed support person in the school. Included in the guide was a school plan which would later be completed by each building principal with the assistance of the resource teacher and career ed specialist. Each teacher would also complete a plan based on the master plan completed by the principal.

Process 3: Orientation at Schools

The third step was the orientation to the career education program at each school in Columbia County. Since each school had designated one or more of their faculty members as Career Education Resource Teachers, the orientation was conducted by the Resource Teacher initially in September. Follow-up sessions were then conducted by the Resource Teacher and the Career Ed Specialists after Octob

Process 4: Review Proposed Activities

The fourth step was the examination by the career education staff, of the project proposal, as funded, relative to the accomplishments and activities during the 1976-78 project years. After a thorough review, it was determined that the project was operational as written, with one or two exceptions as outlined later.

The model components of the program being implemented are described below:

### Elementary, K-7

Infusion Through Subject Areas: All teachers involved in the career education program are encouraged to:

1. relate the subjects being studied to real life situations
2. provide students opportunities to participate in activities which relate to various career areas
3. establish a classroom atmosphere which provides students opportunities to develop good work habits, work values, and decision making and planning skills
4. help students understand themselves and others and develop positive self concepts
5. make career education visual through bulletin boards, posters, mobiles, display of student work, learning centers, etc.

Career Education Resource Centers in Library: In the library or media center, the librarians will establish career education centers where students can easily locate all available materials related to various career areas.. These centers may include informal reading materials, filmstrips and cassettes which students can use on an individual basis, attractive mobiles and posters which attract student interest, contests and games coordinated by the librarian, and center activities.

Career Guidance: In the classroom and through whatever means are available, students should be provided career guidance experiences which center on helping students understand themselves and others. Career Guidance is also a viable means of helping students develop good work values as well as providing an avenue for discussing career alternatives. One of the major outcomes of career guidance should be helping students develop positive self concepts.

Hands-On Activities: Where appropriate and feasible, students should be given opportunities for hands-on activities as they study the basic skills. Such activities allow students an opportunity to use the skills and concepts learned and therefore reinforce the learning experience.

## Junior High, 8-9

Infusion Through Subject Areas: Virtually the same type of activities as the Elementary Program.

Career Education Resource Centers in Library: These resource centers include the same type of material as outlined for the Elementary Program. In addition, more specific information on occupational clusters and specific careers is available to allow students opportunities to explore career alternatives. Information on the high school program is also in these centers.

Career Guidance: Students are provided career guidance experiences through the establishment of a Teacher Advisor System coordinated by the guidance counselor. Through this program each student meets for one class period monthly with a Teacher Advisor. At the eighth and ninth grade levels the homeroom teacher serves in the capacity of Teacher Advisor. The purpose of the system is to provide the teachers and students an informal avenue for career guidance and counseling. Topics to be covered include improving students self awareness, work values and habits, decision making skills, career awareness, and knowledge of opportunities for continued education, including the high school program. At least two resource speakers visit each advisory group during the year to discuss a career area of interest to the students.

PECE Program (part of the regular vocational program): A Program of Education for Career Education will be offered to all 8th grade students at Columbia Junior High and one half the eighth grade students at Evans Junior High. In this program, students attend a PECE Class one class period per day for one semester as a part of their regular instructional program. The program consists of three phases: job shadowing, group guidance and related classroom activities. The combination of these activities allow students to develop a base of knowledge and experience for making future educational, vocational and/or work decisions. PECE is exploratory in nature and is so designed to train or prepare students for specific occupations. This class gives students an opportunity to explore various career areas and specific job titles of interest within these careers.

Mini Prevocational Courses (part of the regular vocational program): Mini courses in home economics, industrial arts, and business education, provide ninth grade students opportunities for in-depth exploration in specific occupational areas. Activities, such as constructing small structures, preparing and serving food, and distributing and selling a product, enable students to examine various work roles and acquire manipulative skills and knowledge related to particular occupational areas.

## Senior High 10-12

Infusion Through Subject Areas: Virtually the same type of activities as the Elementary Program.

Career Education Resource Centers in Library: These resource centers include the same type of material as outlined for the elementary and junior high programs. In addition, information on post secondary educational institutions, such as colleges and universities, vocational and technical schools, should be available to the students. The Job Bank Microfische, provided by the State Labor Department, should also be placed in the center to give students an opportunity to explore the job openings, requirements, and salaries currently available throughout the State of Georgia.

Career Guidance: The Teacher Advisor System, similar to that offered at the junior high level, should be provided for all students. Teacher Advisors will be designated based on their interest in one of the fifteen occupational clusters. Students will then choose an occupational cluster of interest to them and will then be assigned to an appropriate advisor. The purpose of the teacher advisor system at this level is the same as that at the junior high level. More emphasis, however, will be given toward improving students knowledge of opportunities for continued education and/or employment as well as job seeking, getting, and holding skills. At least two resource speakers will visit each advisory group during the year to discuss a career area of interest to the students.

Mini Experienced Based Career Education Program: Participation in EBCE provides students at all levels, 10-12, in the Gifted Program, opportunities for job shadowing experiences which relate the development of academic skills to selected occupational roles related to student interest, ability, and career aspirations. Job sites provide opportunities for students to explore in depth areas of potential career interest (both vocational avocational) through contact with a resource person, through hands-on shadowing experiences, and through other career and related academic activities. Students visit a job site for one week where they gain a direct involvement with the business, industry, labor community. Classroom projects and activities are correlated with the job site experience for a period of from six to nine weeks. It is hoped that this course can be developed and offered as a summer school elective course in 1979.

Salable Skills: This program is designed to provide all students with the opportunity to acquire a salable skill through the completion of a competency-based instructional approach. Specific job skills, with corresponding identified and verified competencies, may be learned through enrollment in a variety and combination of courses in general, vocational, or exceptional child courses and/or programs. Not yet implemented in Columbia County, this program has been examined in Orange County, Florida, and holds significant promise for local development and implementation.

Placement and Follow-up: Both job and educational placement and follow-up services are offered to all seniors through the guidance department and through various vocational programs. Support has been provided through installation of the Job Bank Microfische in the Library Resource Center and, in conjunction, a working relationship with the Georgia State Employment Service has been established. Hopefully, during 1978-79, job and educational placement services offered through the guidance department can be expanded.

## Program Facilitators

### Community Resources

To insure the success of the entire career education program, procedures directed at proper and maximum utilization of all community resources will be identified. These procedures, along with descriptions of various community resources, will be assembled into a community resource guide. This guide will be distributed to all students. Resource listings and descriptions will be revised and up-dated throughout the year.

A Resource Speaker Video Tape Bank will be developed.

Training sessions will be coordinated by the career education specialists and career education resource teachers on effective methods and techniques for utilizing community resources as well as the video-tape unit.

### Materials

To facilitate the mobilization of all components of the career education program in all schools in Columbia County adequate career education curriculum and instructional materials, both commercial and project produced, and which are free of sex role stereotyping, will be made accessible to all teachers, K-12. Materials will be identified, described and coded (by Dewey Decimal System) for each component of the elementary, junior high and senior high model. These descriptions will then be assimilated into an instructional materials guide and distributed to all teachers and other school personnel in an effort to improve the awareness, sharing, and use of these materials.

Materials displays and demonstrations will be coordinated by the Program Coordinator and school-based personnel to acquaint teachers with all available career education materials and effective methods and techniques for sharing materials and utilizing the materials guide.

### Dissemination Plan

From the inception of this project to its conclusion, every effort will be made to disseminate information concerning progress to all schools within Columbia County, other CSRA counties, other CESA's in Georgia and to other selected school districts throughout the nation. In the dissemination process, the following will be accomplished:

1. Semi-annual and yearly status reports will be submitted to the funding agency.

2. Quarterly newsletters will be circulated to:
    a. All teachers and principals in Columbia County.
    b. All CSRA school superintendents and contact persons.
    c. All Directors of the other CESA's.

   d. Selected career education practitioners at both the state and national levels, including those who participated in the 1974, 1975 and 1976 Career Education Mini-Conferences and the Commissioner's National Conference on Career Education 1977-78.
   e. All 1978-79 recipients of awards under the incremental category.
   f. All persons requesting information about the project in general.

3. All letters of inquiry will be answered with appropriate descriptive materials.

4. Presentations will be made as requested to the CESA Board of Control and upon request to any civic organization or for any district, state or national workshops or programs.

Technical Assistance

One of the major purposes of this project for 1977-78 will be to provide technical assistance to other counties which are members of CSRA-CESA. Primary emphasis will be directed at assisting each of the CSRA school districts in meeting state standards for career education. Each of these CESA members either were recipients of N.I.E. planning grants for 1976-77 or will be for 1977-78. In each case implementation awards will be provided the following year.

A system directed at this effort has been developed with the assistance of the Florida Career Education Demonstration Consortium. Components which this organization has found useful in their demonstration and replication procedures have been incorporated into the technical assistance system adopted by this project. These are listed below:

Step 1: Meet with superintendents of other CSRA counties.

Step 2: Identify contact persons for each CSRA county.

Step 3: Arrange and conduct orientation session for contact persons.

Step 4: Schedule and conduct visitations to Columbia County.

Step 5: Discern individual program priorities.

Step 6: Development of program goals and objectives.

Step 7: Identification and mobilization of strategies directed at each program objective.

Step 8: Schedule periodic follow-up visitations.

Staff Development

In order to successfully facilitate the mobilization of all components of the K-12 career education model, staff development training sessions for all school-based personnel is essential.

A staff development plan for certificate renewal credit has been developed by the project staff in conjunction with teachers, principals and CESA personnel. This plan forms the basis for all career education training sessions for school-based career education resource teachers and classroom teachers.

## Strategies

Previously developed strategies directed at implementing selected components of the K-12 career education model will be examined and revised as they are used.

## Process 5: Project Implementation

The plan of action was consistent with the plan followed in 1976-77 and 1977-78, to make participation in career education voluntary. The Career Education Resource Teacher at each school served as the linking agent between the teacher and the project staff. The school plans previously discussed formed the basis for a written committment to implement some level of career education in each school.

Each career education specialist started out in each school trying to get to know the teachers and principals and establish as well as maintain credibility with them. Basically, the plan of action was to:

1. Hold a meeting with the principal and career education resource teacher to complete the Master Plan for career education for the school.

2. Hold an orientation session with the faculty on career education in general and the specific program to be implemented. At this time the school plans were discussed. Career Education activity handbooks for each grade, K-7, and each subject, 8-12, developed during the 1977-78 project year were distributed and discussed at this orientation.

3. Hold follow-up information sessions with those teachers expressing an interest in and more information on career education.

4. Work with the principal and teachers on a one-to-one basis and in small groups developing career education activities. A schedule for the year was outlined for inservice activities on a weekly basis with 3-4 teachers working together as a group.

5. Visit the teachers in their classes and meet with them on a one-to-one basis and in small groups to learn about their teaching plans, both short range and long range, and their teaching methods and techniques.

6. Enlist the aid of teachers in surveying career education catalogues for needed curriculum materials related to their instructional plans for infusing activities and to start teachers thinking about career education activities for their ongoing classroom instructional program on the basic skills.

7. Expand career education activities to other teachers by having the Career Education Resource teachers share their ideas and enthusiasm with other teachers in the school on a one-to-one basis, in small groups, and through workshop sessions.

With a few minor deviations, this plan of action was followed and was moderately successful.The career education staff as a team, individually, and with other teachers, spent many hours brainstorming on methods to maintain the enthusiasm and interest of the teachers and sell others on the positive merits of the program. Some of the methods that seemed to work particularly well were:

1. The Career Education Handbooks developed during the 1977-78 project year were given to every teacher. This gave each teacher something tangible to use.
2. The staff went to the teachers with materials and ideas in their classes rather than waiting for the teachers to ask for help.
3. Sample materials were frequently put in teachers mailboxes with informal notes to "try this and see how you like it."
4. The staff along with the career education resource teachers regularly attended faculty meetings and shared career education activities, etc.
5. Planned inservice activities were conducted at the junior and senior high schools one week prior to each teacher advisory meeting. These were conducted by the classroom teachers and counselors rather than the project staff.
6. At the elementary schools, career education contests were organized through the libraries which created student interest and, therefore, teacher interest.
7. At the elementary schools, career education centers established in the libraries encouraged students to pick up worksheets, puzzles, and games. Students would then take these to their classes and ask the teachers for help. The open library concept allowed students freedom to use career education materials and thus captured the teachers' interests.
8. Various bulletin boards were put up regularly featuring career education activities occuring in various classes and workers in the school.
9. In the elementary school, career education materials were awarded as prizes to teachers for participation in career education activities. This encouraged the use of the materials.
10. In the elementary schools, career education assembly programs for the entire school, were presented by classes conducting large scale projects.
11. Small group inservice activities called "Writing Teams" were scheduled for the entire year. Teachers as well as principals knew well in advance of this inservice activity. Soon teachers were requesting to participate.

## Process 6: Problems and Solutions

The seventh step was a review of processes and procedures for implementation being followed. As a result of this review, several problems were identified and where possible, solved. Following is a brief description of several problem areas:

**Problem:** Adequate facilities are not available within the system because of the tremendous growth rate to establish a "home base" for the career education staff to work as a team or to house resource materials for staff development activities and curriculum development. As a result, many materials are distributed in various schools throughout the system and are not effectively utilized. This arrangement has made "Writing Team" meetings difficult.

**Solution:** With the cooperation of the Director of Special Education a central office was located for the secondary career education specialists in the Special Services suite located at Columbia Junior High School, which is centrally located in the system. As many resource materials as possible were collected from the schools and centralized in this location for use by the staff. The Special Services suite was rearranged to accommodate the staff and provide facilities for small group meetings and workshop activities with teachers. Another office was established for the elementary specialist at South Columbia Elementary. Since the level of involvement in career education at this school is very high and as well as the support from the principal, this was an excellent location. This was a tremendous help to the staff even though the project director was located in separate facilities.

**Problem:** Adequate inservice was not conducted with the media specialists regarding establishing career education resource centers and supervising the career education materials. Several traditional thinking media specialists had not effectively implemented the open library concept and, therefore, did not understand what was expected in terms of establishing the center. Since they had not purchased the career education materials, many libraries did not quite understand how to catalogue these materials.

**Solution:** The career education specialists and resource teachers worked individually with each media specialist to assist them in establishing the centers and cataloging materials. Group inservice activities were conducted with the media specialist to give them more input into the role description and plan for the school, etc.

**Problem:** Since Evans Jr. High and Evans Sr. High are on double sessions and share the same facilities, adequate space is not available to set up a good career education resource center. In addition, problems arose as to which media specialist supervised which materials.

**Solution:** The Junior high media specialist was extremely cooperative and worked very hard to catalog the materials. A career education resource center for the junior high was established in the guidance counselors office. No solution has been reached for the senior high.

**Problem:** Very little, if any planning time is available to teachers at the elementary level to work and meet with the career education specialist or resource teachers. This necessitates a "catch me when you can" atmosphere.

**Solution:** More emphasis was placed on conducting inservice and/or information sessions at faculty meetings to supplement the "Writing Teams." A career education advisory committee was established at each school to provide input and share program activities with other teachers.

Problem: There were only two inservice days scheduled in the school calendar. This did not provide adequate time to conduct inservice activities on career education.

Solution: A schedule was developed by the career education specialists, principals and advisory committees to release two teachers per week from the elementary, junior high and senior high schools to work with the specialists on developing career education infusion, or application, activities. This plan became an excellent method of orientation to career education as well as for the revision and development of career education activity handbooks. These weekly groups then became known as "writing teams."

Problem: Telephones are in short supply which makes the arranging and scheduling of field trips and resource speakers difficult for the career education staff and virtually impossible for the teachers.

Solution: A telephone was installed in the work area for the secondary specialists as well as for the elementary specialist.

Problem: Due to personnel problems during the 1976-77 project year and again during the 1977-78 year, the procedures and methods of implementing the career education program at Evans High School offended many teachers. In addition, many teachers at Evans High are very academically, college preparatory oriented and do not see the need for career education. As a result, the faculty at Evans High, with very few exceptions, have been very slow in becoming involved.

Solution: This is a very difficult problem to solve. After many discussions with the Career Education Resource Teacher and principal, a master school plan was developed. A decision was made to meet with the department heads to discuss each component of the senior high program in detail. The department heads would then discuss the programs with their teachers and assist them in completing their plans. On the advice of the principal and Career Education Resource Teacher, the Teacher Advisor System was not implemented. Teachers were invited and did participate in writing teams. The teacher of the gifted developed the Mini EBCE program. The level of involvement increased greatly this year with the support of the principal and secondary specialist.

Problem: Although it was proposed to develop a videotape speakers bank, the videotape camera was not readily accessible to the staff. One person in the system had been designated to operate the equipment and this person was not always available. The equipment was also malfunctioning much of the time.

Solution: There was no solution to the malfunctioning equipment. Although staff members were eventually trained to use the equipment, it was not always available. Therefore, only a few speakers were recorded.

## Major Accomplishments

The major accomplishments are briefly described by student process, professional process, and community personnel process objectives for the purposes of this report. They will be further outlined by Program Goals, Program Objectives and Individual Performance Objectives in the Final Report.

### A. Student Process Objectives

1. Students at all levels, K-7 will be provided opportunities to increase career, economic, and self-awareness, improve work habits, clarify values and develop decision-making and basic skills through:

    a. Infusion Through Subject Areas: Overall, approximately 90% of the teachers at the nine elementary schools have become involved in infusing career education activities in the instruction of the basic skills. This level of involvement was brought about by the development of master plans for each school by the principal.

    b. Hands-On Activities: Five portalabs have been developed and equipped for use on a loan basis from the career education office as a pilot test of their effectiveness. Of the portalabs developed, woodworking, sewing, cooking, beauty shop, and grocery store, the cooking portalab has proven to be the most widely used.

    c. Career Guidance: Every teacher in grades 4-7 is on a regular schedule for utilizing the "Bread & Butterflies" program. In addition, DUSO I and II Kits have been purchased for each school as appropriate and are utilized by teachers in grades K-3. In addition, teachers have, in many instances, infused career guidance activities in their regular classroom instruction through bulletin board activities and center activities.

    d. Career Education Resource Centers: To date, all schools have established some form of center in the library. There is still much work to be done toward establishing good resource centers in all schools.

2. Students at both levels, 8 and 9, will be provided opportunities to increase career, economic, and self-awareness, to improve work habits, to clarify values, to identify options for further education and to develop basic, decision-making, and job seeking, getting and holding skills through:

    a. Infusion Through Subject Areas: Overall, 90% of the teachers at the two junior high schools have become involved, to some extent, in infusing career education activities in the instruction of the basic skills. In addition, many speakers have visited various classes to add additional insight into the importance of subjects being taught as it relates to various careers.

    b. Alternative Programs:

        (1) PECE Program: The PECE Program, Program of Education for Career Exploration, is offered in both junior high schools as part of the state funded vocational program. At Columbia Junior High all eighth grade students are enrolled in PECE for one semester. At Evans Junior High, because of the large enrollment and double sessions, only one-half of the eighth grade students are enrolled in PECE on an elective basis.

        (2) Mini Prevocational Courses: Nine week career exploration courses in home economics, industrial arts and business education are

offered at both junior high schools to all ninth graders. At Columbia Junior High, all ninth grade students are enrolled in these career exploration courses. At Evans Junior High, because of doubles sessions and a large enrollment, only one-half of the ninth grade students are enrolled.

c. Career Guidance: Students are provided career guidance information and assistance through the Teacher Advisor System, previously described, which is coordinated by the guidance counselors, the junior high specialist, and the Career Education Resource Teacher. Five one-hour meetings have been conducted at each school thus far. Activities centered around values clarification, goal setting and decision making, career and self awareness. Resource Speakers from the community were regularly involved to give students insight into specific careers as well as discuss the importance of work habits and values with students.

d. Career Education Resource Centers: Both junior high schools have established some form of resource center in the school. At Columbia Junior High, this center is located in the library and provides mainly reference materials and cassette/filmstrip materials for students to research various careers, as well as information or post-secondary schools and colleges. Materials for teacher use are located in teacher workrooms and are under the supervision of media specialist and junior high specialist. At Evans Junior High, because of space problems related to double sessions, the resource center is located in the guidance and counseling center and is under the supervision of the counselor who is also the Career Education Resource Teacher. This center provides information on careers, general guidance, self-awareness and values clarification materials, information on opportunities for continued education, cassette/filmstrips on careers for self study.

3. Students at all levels, 10-12, will be provided opportunities to increase career, economic and self-awareness, to improve work habits, to clarify values, to make productive use of leisure time, to identify options for further education and to develop basic, decision-making skills.

   a. Infusion Through Subject Areas: Overall, approximately 80% of the teachers at the two senior high schools have become involved in infusing career education activities in the instruction of the basic skills.

   Infusion of career education application and guidance activities into the instruction of academic subject areas at this level continues to be the most difficult to accomplish. Strategies are continually received and revised.

   b. Career Guidance: At Harlem High School, students are provided career guidance information and assistance through the Teacher Advisor System, previously described, which is coordinated by the guidance counselor, the senior high specialist, and the Career Education Resource Teacher. Activities at this level focused on improving students job seeking, getting and holding skills, knowledge of career opportunities and opportunities for continued education. Resource speakers from the community were regularly involved to give students insight into specific careers. Students are assigned advisors based on career interest areas.

At Evans High School, the principal, due to problems previously discussed, elected not to implement the Teacher Advisory System. He felt the double sessions had already limited the amount of classroom instructional time and did not feel additional time should be taken from the schedule for teacher advisory sessions. In addition, they felt the counselors should assume the responsibility for the guidance and counseling of students.

Very little has been implemented at Evans High School this year, through this project, in terms of career guidance.

c. Career Education Resource Centers: Have been established at both high schools to some extent. The resource center at Evans High is not as effective as Harlem High due to space limitations and the sharing of facilities with Evans Junior High since they are on double sessions. The materials in these centers are similar to those contained in the junior high resource center. A job bank microfiche, provided by the State Labor Department and updated weekly, is also included as part of the center. It provides information on all job openings in the State of Georgia, including educational requirements, experience, and salary. Students wishing to apply for a job listed are directed to contact the State Labor Department.

d. Mini Experience Based Career Education: This program, which provides one full week of work experience to students in the gifted program, is currently being planned and coordinated by the two teachers of the gifted at Harlem High and Evans High with consultative assistance from the senior high specialist. This program will be implemented during the last nine weeks of the second semester as an elective project for gifted students. The program is also being planned for implementation as a summer school elective course to be taught by the junior high PECE teacher.

e. Salable Skills: Copies of all salable skills materials developed in Orange County, Florida, have been given to the Columbia County project staff for revision and adaptation to local needs. After a thorough review of the salable skills titles, it was determined this component could not be replicated in Columbia County in its present stage.

f. Leisure Time Activities: After a thorough review of this component by the project staff, principals and resource teachers, it was determined that the implementation of this component should be delayed for another year. The major emphasis for the program this year would be placed on strengthening the components already developed.

4. Students, prior to exit from school, will receive placement assistance in employment, education or a combination of the two.

5. Students, after exiting from school, will have the opportunity to participate in follow-up studies related to the appropriateness and adequacy of their preparation.

a. Placement and Follow-up: Both job and educational placement and follow-up services are offered to all seniors through the guidance department and through various vocational programs. The project staff has attempted to expand these services, but without additional personnel (placement counselors) at the senior high schools, very little expansion is possible. At this point, the project staff is assisting the counselors in better organizing their services and utilizing follow-up data more effectively in terms of curriculum improvement and sessions of the Teacher Advisory System.

6. Students involved in the evening adult basic education and vocational education program will be provided opportunities to increase career and self-awareness, improve work habits, to clarify values, to identify options for further education and to develop decision-making and job seeking, getting and holding skills through participation in a career guidance and counseling course.

   a. Due to time and space considerations, a separate career planning course has not yet been implemented. The career education project staff is developing such a course, however, for possible implementation within the next six months.

B. Professional Personnel Process Objectives

1. To help classroom teachers acquire the necessary attitudes, knowledge, and skills needed for refocusing toward a career education approach, inservice activities will be provided through formal training, job shadowing experiences, participation in curriculum development, program planning, and consultation with community personnel:

   a. Basically, work with teachers on infusing career education is done on a one-to-one, small group, and faculty meeting basis.

   b. Beginning in November, two teachers from each level (elementary, junior high, and senior high) have been provided release time from their classroom duties to work on "writing teams" with the career education staff. This time is utilized to study materials and plan infusion activities to implement in their classrooms. This method of providing staff development shows promise of being an excellent method of getting teachers actively involved in infusing career education as well as revising and developing career education activity handbooks for each grade and/or subject.

   c. A comprehensive staff development plan for certification renewal credit which includes a career education component, has been developed and approved for implementation by the Georgia Department of Education. Teachers will be able to earn one staff development unit (SDU) for the satisfactory completion of 10 hours of inservice activities, including on-the-job implementation of an activity developed as part of the inservice. Since teachers are required to earn 10 staff development units (or 10 hours of college credit) for certification renewal, this is extremely beneficial to the continued implementation of the career education program in Columbia County.

During Winter quarter a 50 hour Career Education Course was offered at night by the project staff. Twenty teachers successfully completed this course. A description of the course is shown in Appendix B.

2. To help guidance counselors play a key role in the implementation of career education, inservice activities will be provided through formal training, participation in program planning and development, and consultation with community personnel.

    a. To date, several meetings have been held with guidance counselors in further developing their role in the career education program. All counselors are actively involved as "key" people in all phases of the program.

3. To help the media specialists, career education resource teachers, principals and other school personnel develop leadership and coordinative roles in the implementation of career education, inservice activities must be provided through formal training, participation in program planning and development, and consultation with community personnel.

    a. Workshops have been conducted with the media specialists to discuss their role and responsibilities in the program and to review all components of the program. Their input has been utilized in revising various program strategies.

## C. Community Personnel Process Objectives

To help parents, personnel from business/labor/industry/government, and community organizations become actively involved in the career education effort, inservice activities will be provided through formal training, visitations, and communications.

To date, no formal inservice activities have been conducted for community personnel. These activities are in the developmental stages at this time.

## D. Program Goals and Objectives

### MANAGEMENT PLAN FOR PROPOSED ACTIVITIES

### Program Goal 1

To develop and implement a career education model, grades K-7, in all nine Columbia County elementary schools

# ACTION PLAN

OGRAM OBJECTIVE: 1.2 To assess and revise model components for the elementary program by November, 1978

| RFORMANCE OBJECTIVE | PROPOSED ACTIVITIES | INTERACTION AND INVOLVEMENT | TIME LINES BEGIN | TIME LINES END | STATUS |
|---|---|---|---|---|---|
| .2.1 To assess model omponents by August, 978 | 1.2.1.1 To check each program objective and individual performance objective for status as outlined in the management plan. | Director<br>Staff | 8/1/78 | 8/15/78 | complete |
| | 1.2.1.2 To discuss the status of each program objective and individual performance objective with school based personnel | Director, Staff | 8-18-78 | 8-22-78 | complete |
| | 1.2.1.3 To assess each model component relative to implementation for 1978-79 | Director, Staff<br>*Advisory Committee | 8-18-78 | 8-22-78 | complete |
| .2.2 To revise model omponents by November 978 | 1.2.2.1 To seek input from school based personnel relative to implementation for 1978-79 | Director, Staff<br>Advisory Committee | 8-[illegible]-78 | 8-22-78 | complete |
| | 1.2.2.2 To revise model components as needed by November, 1978 | Director, Staff<br>Advisory Committee | 8-22-78 | [illegible] | complete |

*Advisory Committee is made up of the principal, media specialist, career education resource teacher, and grade level teachers.

## ACTION PLAN

ROGRAM OBJECTIVE: 1.3 To identify and describe the sequence of instruction by grade level for the elementary program by June, 1979

| ERFORMANCE OBJECTIVE | PROPOSED ACTIVITIES | INTERACTION AND INVOLVEMENT | TIME LINES BEGIN | TIME LINES END | STATUS |
|---|---|---|---|---|---|
| 1.3.1 To identify the sequence of instruction by December, 1978 | 1.3.1.1 To meet with School Advisory Committees for initial input and suggestions | Staff | 9-1-78 | 9-30-78 | complete |
| | 1.3.1.2 To formulate tentative sequence of instruction by grade level | Staff, School Advisory Committee | 9-1-78 | 9-30-78 | complete |
| | 1.3.1.3 To discuss this tentative sequence of instruction by grade level with all school-based personnel | Staff, School Advisory Committee | 9-1-78 | 9-30-78 | complete |
| | 1.3.1.4 To make revisions as suggested | Staff, School Advisory Committee | 9-1-78 | 9-30-78 | complete |
| | 1.3.1.5 To submit sequence of instruction to Assistant Superintendent of Instruction for recommendations and approval | Director | 9-30-78 | 10-15-78 | complete |
| 1.3.2 To describe the sequence of instruction by June, 1979 | 1.3.2.1 To meet with School Advisory Committees to discuss proposed description of the sequence of instruction | Staff | 10-15-78 | 11-15-78 | complete |
| | 1.3.2.2 To formulate tentative description of the sequence of instruction by grade level relative to the student learner outcome goals | Staff, School Advisory Committee | 10-15-78 | 11-15-78 | complete |
| | 1.3.2.3 To discuss the tentative description with all school-based personnel | Staff, School Advisory Committee | 11-15-78 | 12-15-78 | complete |
| | 1.3.2.4 To make revisions and additions as suggested | Staff, School Advisory Committee | 11-15-78 | 12-15-78 | complete |
| | 1.3.2.5 To formulate final description | Staff, School Advisory Committee | 11-15-78 | 12-15-78 | complete |
| | 1.3.2.6 To submit sequence of instruction as described to Assistant Superintendent of Instruction for recommendations and approval. | Director | 12-15-78 | 12-20-78 | complete |
| | 1.3.2.7 To formulate the described sequence of instruction | Director, Staff | 12-20-78 | 12-21-78 | complete |

# ACTION PLAN

ROGRAM OBJECTIVE: 1.4 To develop and implement the infusion component in at least 80% of all elementary classrooms representing ll nine elementary schools by September, 1979

| ERFORMANCE OBJECTIVE | PROPOSED ACTIVITIES | INTERACTION AND INVOLVEMENT | TIME LINES BEGIN | TIME LINES END | STATUS |
|---|---|---|---|---|---|
| .4.4 To increase the evel of classroom involvement to at least 0%, representing all ine elementary schools y September, 1979 | 1.4.4.1 To discuss implementation with all elementary principals | Director<br>Staff | 8-15-78 | 8-30-78 | complete |
| | 1.4.4.2 To discuss implementation with individual school advisory committees | Staff | 8-30-78 | 9-30-78 | complete |
| | 1.4.4.3 To discuss implementation with all school-based personnel either on a one-to-one, small group or faculty meeting | Staff, Career Education Resource Teachers | 9-1-78 | 9-30-78 | complete |
| | 1.4.4.4 To identify additional teachers to be involved on a voluntary basis | Principals, Career Education Res. Tea. | 10-1-78 | 9-30-79 | complete |
| | 1.4.4.5 To meet with the teachers individually to discuss their individual plans for infusing career education | Staff, Principal<br>CERT | 10-1-78 | 9-30-79 | complete |
| | 1.4.4.6 To plan and conduct inservice activities for these teachers and other interested professional personnel | Director, Staff<br>CERT, Principal | 10-1-78 | 9-30-79 | complete |
| | 1.4.4.7 To provide materials, both curriculum and instructional, to these teachers and schools | Director, Staff | 10-1-78 | 9-30-79 | complete |
| | 1.4.4.8 To conduct follow-up sessions for all inservice participants | Director, Staff,<br>CERT, Principal | 10-1-78 | 9-30-79 | complete |
| | 1.4.4.9 To meet with teachers regulary to assist them in developing and implementing infusion activities. | Staff<br>CERT | 10-1-78 | 9-30-79 | complete |
| | 1.4.4.10 To share activities of these teachers with other teachers not yet involved in the career education program. | Staff, CERT, Principals, Director | 10-1-78 | 9-30-79 | complete |
| | 1.4.4.11 To arrange for other teachers to visit in the classrooms of the involved teachers to see career education activities in progress | Staff, Principals<br>Director | 10-1-78 | 6-1-79 | complete |

ACTION PLAN

ROGRAM OBJECTIVE: 1.5 To formulize and implement expanded hands-on alternatives by June, 1979, in all nine elementary schools.

| ERFORMANCE OBJECTIVE | PROPOSED ACTIVITIES | INTERACTION AND INVOLVEMENT | TIME LINES | | STATUS |
|---|---|---|---|---|---|
| | | | BEGIN | END | |
| 1.5.5 To formulize at least one hands-on lab for each elementary school by January, 1979 | 1.5.5.1 Examine hands-on alternatives in other school systems as well as those previously implemented in Columbia County. | Staff<br>Director | 10-1-78 | 10-15-78 | complet |
| | 1.5.5.2 Write up descriptions of possible hands-on alternatives, including a list of materials needed to equip the hands-on alternatives. | Staff<br>Director | | | |
| | 1.5.5.3 Discuss hands-on alternatives with School Advisory Committees | Staff | 11-1-78 | 11-20-78 | complete |
| | 1.5.5.4 Select at least one hands-on alternative (lab) for each elementary school | Staff, School Advisory Committee | 11-1-78 | 11-20-78 | complete |
| | 1.5.5.5 Develop plan for formulizing hands-on alternatives chosen | Staff, School Advisory Committee | 11-20-78 | 11-30-78 | complete |
| | 1.5.5.6 Acquire available space for housing hands-on lab | Staff, School Advisory Committee | 11-30-78 | 12-15-78 | complete |
| | 1.5.5.7 Purchase materials needed to equip hands-on labs | Staff, Principal | 11-30-78 | 12-31-78 | complete |
| | 1.5.5.8 Formulize at least one hands-on lab for each school | Staff, School Advisory Committee | 12-31-78 | 1-30-79 | complete |
| 1.5.6 To implement the use of hands-on alternatives in all nine elementary schools by June, 1979 | 1.5.6.1 Develop hands-on activities booklet for each hands-on alternative lab | Staff | 12-31-78 | 2-16-79 | incomplete |
| | 1.5.6.2 Plan and conduct inservice workshops with teachers in each school to demonstrate available hands-on materials and activities | Staff | 2-16-79 | 6-1-79 | complete |
| | 1.5.6.3 Assist teachers in planning activities for use with hands-on labs. | Staff, Career Education Resource Teachers | 2-16-79 | 6-[illegible]-79 | complete |

ACTION PLAN

ROGRAM OBJECTIVE: 1.6 To formulize and implement the career guidance and counseling component by June, 1979, in all nine elementary schools

| ERFORMANCE OBJECTIVE | PROPOSED ACTIVITIES | INTERACTION AND INVOLVEMENT | TIME LINES BEGIN | TIME LINES END | STATUS |
|---|---|---|---|---|---|
| 1.6.5 To implement the career guidance and counseling component in all nine elementary schools by June, 1979 | 1.6.5.1 Secure necessary materials for each selected guidance and counseling alternative. | Staff, Media Specialist | 10-1-78 | 1-1-79 | complete |
|  | 1.6.5.2 To plan related inservice components | Staff, Career Ed. Resource Teacher | 10-1-78 | 1-1-79 | complete |
|  | 1.6.5.3 Conduct inservice with guidance components incorporated. | Staff, CERT | 10-1-78 | 9-30-79 | complete |
|  | 1.6.5.4 Demonstrate use of selected career guidance and counseling alternatives in actual classroom situations. | Staff, CERT | 10-1-78 | 6-1-79 |  |

ACTION PLAN

OGRAM OBJECTIVE: 1.7 To formulize and establish a career education resource center for students in all nine elementary schools by June, 1979

| RFORMANCE OBJECTIVE | PROPOSED ACTIVITIES | INTERACTION AND INVOLVEMENT | TIME LINES BEGIN | END | STATUS |
|---|---|---|---|---|---|
| 1.7.1 To formulize the ingredients of the career education resource center at the elementary level by June, 1977 | 1.7.1.1 Career Education Resource Centers Formulized. Revise as needed. | Media Specialist, Principal | 9-1-78 | 9-30-79 | complete |
| 1.7.2 To establish a career education resource center in at least four elementary schools by June, 1979 | 1.7.2.1 Career Education Resource Centers established. Revise as needed | Media Specialist, Principal | 9-1-78 | 9-30-79 | complete |
| 1.7.3 To establish a career education resource center in all nine elementary schools by June, 1978 | 1.7.3.1 Career Education Resource Centers established. Revise as needed | Media Specialist, Principal | 9-1-78 | 9-30-79 | complete |
| 1.7.4 To assess the career education resource centers by October, 1978 | 1.7.4.1 To seek input from school advisory committee on additional materials needed for resource center based on experiences and usage to date | Staff, Media Spec. | 9-1-78 | 10-30-78 | complete |
| | 1.7.4.2 To seek input from school advisory committee on the development of student learning centers for resource center | Staff, Media Spec. | 9-1-78 | 10-30-78 | complete |

## ACTION PLAN

ROGRAM OBJECTIVE: ______________________________

| ERFORMANCE OBJECTIVE | PROPOSED ACTIVITIES | INTERACTION AND INVOLVEMENT | TIME LINES | | STATUS |
|---|---|---|---|---|---|
| | | | BEGIN | END | |
| | 1.7.4.3 To secure materials as possible | Staff, Media Spec. | 12-1-78 | 6-1-79 | complete |
| | 1.7.4.4 To develop student learning centers as suggested | Staff, Media Spec. | 12-1-78 | 6-1-79 | complete |
| | 1.7.4.5 To compile a bibliography of recommended career education materials for resource centers | Staff, Media Spec.<br>School and Comm.<br>Advisory Committee | 1-30-79 | 2-30-79 | complete |
| | 1.7.4.6 To develop an inventory of all materials available in each school resource center | Media Specialist | 1-30-79 | 6-1-79 | complete |
| | 1.7.4.7 To familiarize all school-based personnel with available materials through inservice activities | Staff, Media Spec. | 1-30-79 | 6-1-79 | complete |

## MANAGEMENT PLAN FOR PROPOSED ACTIVITIES

### Program Goal 2

To develop and implement a career education model, grades 8 and 9, in both junior high schools in Columbia County

# ACTION PLAN

ROGRAM OBJECTIVE: **2.2** To assess and revise model components for the junior high program by November, 1978

| ERFORMANCE OBJECTIVE | PROPOSED ACTIVITIES | INTERACTION AND INVOLVEMENT | TIME LINES | | STAT |
|---|---|---|---|---|---|
| | | | BEGIN | END | |
| 2.2.1 To assess model components by August, 1978 | 2.2.1.1 To check the status of each program objective and individual performance objective as outlined in the management plan. | Director<br>Staff | 8/1, 78 | 8-15-78 | complet |
| | 2.2.1.2 To discuss the status of each program objective and individual performance objective with school based personnel | Director, Staff | 8-18-78 | 8-22-78 | comple |
| | 2.2.1.3 To assess each model component relative to implementation for 1978-79 | Director, Staff<br>Advisory Committee | 8-18-78 | 8-22-78 | complet |
| 2.2.2 To revise model components by November 1978 | 2.2.2.1 To seek input from school based personnel relative to implementation for 1978-79 | Director, Staff<br>Advisory Committee | 8-18-78 | 8-22-78 | complet |
| | 2.2.2.2 To revise model components as needed by November, 1978 | Director, Staff<br>Advisory Committee | 8-22-78 | 11-1-78 | comple |

*Advisory Committee is made up of the principal, media specialist, career education resource teacher, and grade level teachers.

# ACTION PLAN

ROGRAM OBJECTIVE: 2.3 To develop and implement the infusion through subject area component in at least 80% of all junior high classrooms by September, 1979

| ERFORMANCE OBJECTIVE | PROPOSED ACTIVITIES | INTERACTION AND INVOLVEMENT | TIME LINES BEGIN | END | STATUS |
|---|---|---|---|---|---|
| 2.3.4 To increase the level of classroom involvement to at least 70% by September 1979 | 2.3.4.1 To discuss implementation with both junior high principals | Director, Staff | 8-15-78 | 8-30-78 | complete |
| | 2.3.4.2 To discuss implementation with individual school advisory committees | Staff | 8-30-78 | 9-30-78 | complete |
| | 2.3.4.3 To discuss implementation with all school-based personnel either on a one-to-one, small group or faculty meeting basis. | Staff, Career Education Resource Teachers | 9-1-78 | 9-30-78 | complete |
| | 2.3.4.4 To identify additional teachers to be involved on a voluntary basis | Principals, Career Ed Resource Teach. | 10-1-78 | 9-30-79 | complete |
| | 2.3.4.5 To meet with the teachers individually to discuss their individual plans for infusing career education | Staff, Principal CERT | 10-1-78 | 9-30-79 | complete |
| | 2.3.4.6 To plan and conduct inservice activities for these teachers and other interested professional personnel | Director, Staff, CERT, Principal | 10-1-78 | 9-30-79 | complete |
| | 2.3.4.7 To provide materials, both curriculum and instructional, to these teachers and schools | Director, Staff | 10-1-78 | 9-30-79 | complete |
| | 2.3.4.8 To conduct follow-up sessions for all inservice participants | Director, Staff, CERT, Principal | 10-1-78 | 9-30-79 | complete |
| | 2.3.4.9 To meet with teachers regularly to assist them in developing and implementing infusion activities. | Staff, CERT | 10-1-78 | 9-30-79 | complete |
| | 2.3.4.10 To share activities of these teachers with other teachers not yet involved in the career education program. | Staff, CERT, Prin. Director | 10-1-78 | 9-30-79 | complete |
| | 2.3.4.11 To arrange for other teachers to visit in the classrooms of the involved teachers to see career education activities in progress | Staff, Principals Director | 10-1-78 | 6-1-79 | complete |

ACTION PLAN

ROGRAM OBJECTIVE: 2.4 To formilize and establish a career education resource center for students in both junior high

y June, 1979

| ERFORMANCE OBJECTIVE | PROPOSED ACTIVITIES | INTERACTION AND INVOLVEMENT | TIME LINES | | STATUS |
|---|---|---|---|---|---|
| | | | BEGIN | END | |
| 2.4.3 To assess the career education resource centers by October, 1978 | 2.4.3.1 To seek input from school advisory committee on additional materials needed for resource center based on experiences and usage to date | Staff, Media Specialist | 9-1-78 | 10-30-78 | complete |
| | 2.4.3.2 To seek input from school advisory committee on the development of student learning centers for resource center. | Staff, Media Specialist | 9-1-78 | 10-30-78 | complete |
| 2.4.4 To establish an improved career education resource center to most effectively meet the needs of students by June, 1979 | 2.4.4.1 To secure materials as possible | Staff, Media Spec. | 12-1-78 | 6-1-79 | complete |
| | 2.4.4.2 To develop student learning centers as suggested | Staff, Media Spec. | 12-1-78 | 6-1-79 | complete |
| | 2.4.4.3 To compile a bibliography of recommended career education materials for resource centers | Staff, Media Spec. School and Comm. Advisory Committee | 1-30-79 | 2-30-79 | complete |
| | 2.4.4.4 To develop an inventory of all materials available in each school resource center. | Media Specialist | 1-30-79 | 6-1-79 | complete |
| | 2.4.4.5 To familiarize all school-based personnel with available materials through inservice activities | Staff, Media Spec. | 1-30-79 | 6-1-79 | complete |

ACTION PLAN

ROGRAM OBJECTIVE: 2.5 To refine and implement the comprehensive career guidance and counseling program (teacher advisor system) in both junior high schools by September, 1977

| ERFORMANCE OBJECTIVE | PROPOSED ACTIVITIES | INTERACTION AND INVOLVEMENT | TIME LINES BEGIN | END | STATU |
|---|---|---|---|---|---|
| 2.5.1 To refine by August, 1977, the comprehensive career guidance program (teacher advisor system) | 2.5.1.1 Career Guidance Program Refined. Revise as needed. | Counselors and Principal | 9-1-78 | 10-30-78 | complet |
| 2.5.2 To implement the refined career guidance and counseling program in both junior high schools by September, 1977 | 2.5.2.1 Career Guidance and Counseling Program implemented. Revise as needed | Counselors<br>Principals | 9-1-78 | 6-1-79 | complet |

ACTION PLAN

ROGRAM OBJECTIVE: 2.6 To formulise a Teacher Advisor System Handbook, including procedures for implementation, a sequance of instruction, and activity modules by September, 1979

| ERFORMANCE OBJECTIVE | PROPOSED ACTIVITIES | INTERACTION AND INVOLVEMENT | TIME LINES BEGIN | END | STATU |
|---|---|---|---|---|---|
| 2.6.1 To develop procedures for implementation by June, 1977 | 2.6.1.1 Procedures have been developed. Revise as needed | Guidance Counselor, Career Ed Committee | 9-1-78 | 10-1-78 | complete |
| 2.6.2 To identify the sequence of instruction by June, 1978 | 2.6.2.1 Sequence has been developed. Revise as needed | Guidance Counselor, Career Ed Committee | 9-1-78 | 10-1-78 | complete |
| 2.6.3 To develop activity modules by June, 1979 | 2.6.3.1 To identify career guidance materials on hand | Staff, Guidance Counselor | 10-1-78 | 10-15-78 | complet |
| | 2.6.3.2 To identify additional career guidance materials needed | Staff, Guid. Coun. | 10-1-78 | 10-15-78 | complet |
| | 2.6.3.3 To secure sufficient career guidance materials from other projects as well as commercially produced materials to use as resources | Staff Director | 10-1-78 | 11-1-78 | complete |
| | 2.6.3.4 To establish writing teams to develop teacher advisory system activity modules | Staff, Guidance Counselor, Princi. | 11-1-78 | 12-1-78 | complete |
| | 2.6.3.5 To meet with writing teams monthly | Staff, Guidance Counselor | 1-2-79 | 6-1-79 | complete |
| | 2.6.3.6 To develop activity modules | Staff, Writing Teams, Guidance Counselor | 1-2-79 | 6-1-79 | complete |
| 2.6.4 To formulise a Teacher Advisor System Handbook by September, 1979 | 2.6.4.1 To edit and finalize the developed procedures for implementation | Staff, Director | 6-1-79 | 8-1-79 | complete |
| | 2.6.4.2 To edit and finalize the developed sequence of instruction | Staff, Director | 6-1-79 | 9-1-79 | complet |
| | 2.6.4.3 To edit and finalize the activity modules | Staff, Director | 6-1-79 | 9-1-79 | complet |

## MANAGEMENT PLAN FOR PROPOSED ACTIVITIES

### Program Goal 3

To develop and implement a career education model, grades 10-12, in both senior high schools in Columbia County

## ACTION PLAN

PROGRAM OBJECTIVE: 3.1 To identify and describe model components for the senior high school program by February, 1977

| PERFORMANCE OBJECTIVE | PROPOSED ACTIVITIES | INTERACTION AND INVOLVEMENT | TIME LINES BEGIN | TIME LINES END | STATU |
|---|---|---|---|---|---|
| 3.1.1 To identify model components by January, 1977 | 3.1.1.1 Model components have been identified. Revise as needed | Principal, Career Ed Committee | 9-1-78 | 10-1-78 | complet |
| 3.1.2 To describe model components by February, 1977 | 3.1.2.1 Model components have been described. Revise as needed | Principal, Career Ed Committee, Advisory Committee | 9-1-78 | 10-1-78 | complet |

## ACTION PLAN

ROGRAM OBJECTIVE: **3.2** To assess and revise model components for the senior high program by November, 1978

| ERFORMANCE OBJECTIVE | PROPOSED ACTIVITIES | INTERACTION AND INVOLVEMENT | TIME LINES BEGIN | END | STAT |
|---|---|---|---|---|---|
| 3.2.1 To assess model components by August, 1978 | 3.2.1.1 To check the status of each program objective and individual performance objective as outlined in the management plan | Director, Staff | 8-1-78 | 8-15-78 | complet |
| | 3.2.1.2 To discuss the status of each program objective and individual performance objective with school based personnel | Director, Staff | 8-18-78 | 8-22-78 | complet |
| | 3.2.1.3 To assess each model component relative to implementation for 1978-79 | Director, Staff<br>Advisory Committee | 8-18-78 | 8-22-78 | complete |
| 3.2.2 To revise model components by November, 1978 | 3.2.2.1 To seek input from school based personnel relative to implementation for 1978-79 | Director, Staff<br>Advisory Committee | 8-18-78 | 8-22-78 | complet |
| | 3.2.2.2 To revise model components as needed by November, 1978 | Director, Staff<br>Advisory Committee | 8-22-78 | 11-1-78 | complet |

# ACTION PLAN

ROGRAM OBJECTIVE: 3.3 To develop and implement the infusion through subject areas component in at least 80% of all senior high classrooms by June, 1980

| ERFORMANCE OBJECTIVE | PROPOSED ACTIVITIES | INTERACTION AND INVOLVEMENT | TIME LINES BEGIN | TIME LINES END | STATUS |
|---|---|---|---|---|---|
| 3.3.1 To develop the infusion through subject areas component for utilization at the senior high level by April, 1977 | 3.3.1.1 Infusion Component developed. Revise as needed | Principal, Career Ed Advisory Comm. | 9-1-78 | 9-30-78 | complete |
| 3.3.2 To implement the infusion through subject areas component in at least 25% of all senior high classrooms by June, 1977 | 3.3.2.1 Infusion component implemented in 25% of all classrooms. Maintain level of involvement. | Staff, Principal Career Ed Res. Tea. | 9-1-78 | 9-30-79 | complete |
| 3.3.3 To increase the level of classroom involvement to at least 50% by June, 1978 | 3.3.3.1 Infusion component still implemented in 25% of classrooms. Level of involvement is increasing | Staff, Principal Career Ed Res. Tea. | 10-1-77 | 9-30-78 | complete |
| 3.3.4 To increase the level of classroom involvement to at least 70% by June, 1979 | 3.3.4.1 To discuss implementation with both senior high principals | Director, Staff | 8-15-78 | 8-30-78 | complet |
| | 3.3.4.2 To discuss implementation with individual school advisory committees | Staff | 8-30-78 | 9-30-78 | complet |
| | 3.3.4.3 To discuss implementation with all school-based personnel either on a one-to-one, small group or faculty meeting basis | Staff, Career Ed Resource Teacher, Principal | 9-1-78 | 9-30-78 | complet |
| | 3.3.4.4 To identify additional teachers to be involved on a voluntary basis | Principal, Career Ed Resource Teacher | 10-1-78 | 9-30- | complet |

## ACTION PLAN

ROGRAM OBJECTIVE: ______________________

| ERFORMANCE OBJECTIVE | PROPOSED ACTIVITIES | INTERACTION AND INVOLVEMENT | TIME LINES BEGIN | END | STATUS |
|---|---|---|---|---|---|
| 2 | 3.3.4.5 To meet with the teachers individually to discuss Their individual plans for infusing career education | Staff, Principal, CERT | 10-1-78 | 9-30-79 | complete |
| | 3.3.4.6 To plan and conduct inservice activities for these teachers and other interested professional personnel | Director, Staff CERT, Principal | 10-1-78 | 9-30-79 | complete |
| | 3.3.4.7 To provide materials, both curriculum and instructional, to these teachers and schools | Director, Staff | 10-1-78 | 9-30-79 | complete |
| | 3.3.4.8 To conduct follow-up sessions for all inservice participants<br>3.3. | Director, Staff, CERT, Principal | 10-1-78 | 9-30-79 | complete<br>34 |
| | 3.3.4.9 To meet with teachers regularly to assist them in developing and implementing infusion activities | Staff, CERT | 10-1-78 | 9-30-79 | complete |
| | 3.3.4.10 To share activities of these teachers with other teachers not yet involved in the career education program | Staff, CERT, Principal, Director | 10-1-78 | 9-30-79 | complete |
| | 3.3.4.11 To arrange for other teachers to visit in the classrooms of the involved teachers to see career education activities in progress | Staff, Principals Director | 10-1-78 | 6-1-79 | complete |

## ACTION PLAN

ROGRAM OBJECTIVE: 3.4 To formulize and establish a career education resource center for students in both senior high schools by June, 1979

| ERFORMANCE OBJECTIVE | PROPOSED ACTIVITIES | INTERACTION AND INVOLVEMENT | TIME LINES BEGIN | TIME LINES END | STATU |
|---|---|---|---|---|---|
| 3.4.1 To formulize the ingredients of the career education resource center at the senior high level by March, 1977 | 3.4.1.1 Career Education Resource Centers Formulized. Revise as needed | Media Specialist, Principal | 9-1-75 | 9-30-79 | complet |
| 3.4.2 To establish a career education resource center in both senior highs by June, 1977 | 3.4.2.1 Career Education Resource Centers established. Revise as needed | Media Specialist, Principal | 9-1-78 | 9-30-79 | complet |
| 3.4.3 To assess the career education resource centers by June, 1978 | 3.4.3.1 To seek input from school advisory committee on additional materials needed for resource center based on experiences and usage to date | Staff, Media Spec. | 9-1-78 | 10-30-78 | complet |
| | 3.4.3.2 To seek input from school advisory committee on the development of student learning centers for resource center | Staff, Media Spec. | 9-1-78 | 10-30-78 | complet |
| 3.4.4 To establish an improved resource center to most effectively meet the needs of students by June, 1979 | 3.4.4.1 To secure materials as possible | Staff, Media Spec. | 12-1-78 | 6-1-79 | complet |
| | 3.4.4.2 To develop student learning centers as suggested | Staff, Media Spec. | 12-1-78 | 6-1-79 | complet |
| | 3.4.4.3 To compile a bibliography of recommended career education materials for resource centers | Staff, Media Spec. School and Comm. Advisory Committee | 1-30-79 | 2-30-79 | complet |
| | 3.4.4.4 To develop an inventory of all materials available in each school resource center | Media Specialist | 1-30-79 | 6-1-79 | complet |
| | 3.4.4.5 To familiarize all school-based personnel with available materials through inservice activities | Staff, Media Spec. | 1-30-79 | 6-1-79 | complete |

## ACTION PLAN

ROGRAM OBJECTIVE: 3.5 To refine and implement the comprehensive career guidance and counseling program (Teacher Advisory System) in both senior high schools by September, 1977

| ERFORMANCE OBJECTIVE | PROPOSED ACTIVITIES | INTERACTION AND INVOLVEMENT | TIME LINES | | STAT |
|---|---|---|---|---|---|
| | | | BEGIN | END | |
| 3.5.1 To refine by August, 1977, the comprehensive career guidance program (teacher advisor system) | 3.5.1.1 Career Guidance Program Refined. Revise as Needed | Guidance Counselors<br>Principal | 9-1-78 | 10-30-78 | complet |
| 3.5.2 To implement the refined career guidance and counseling program in both high schools by September, 1977 | 3.5.2.1 Career Guidance and Counseling Program Implemented. Revise Implementation as needed | Principals<br>Counselors | 9-1-78 | 6-1-79 | complet |

ACTION PLAN

ROGRAM OBJECTIVE: 3.6 To formulize a Teacher Advisor System Handbook, including procedures for implementation, a sequence of instruction, and activity modules by September, 1979

| ERFORMANCE OBJECTIVE | PROPOSED ACTIVITIES | INTERACTION AND INVOLVEMENT | TIME LINES BEGIN | END | STATUS |
|---|---|---|---|---|---|
| 3.6.1 To develop procedures for implementation by June, 1977 | 3.6.1.1 Procedures have been developed. Revise as needed. | Guidance Counselor, Career Ed Committee | 9-1-78 | 10-1-78 | complete |
| 3.6.2 To identify the sequence of instruction by June, 1978 | 3.6.2.1 Sequence has been developed. Revise as needed. | Guidance Counselor Career Ed Committee | 9-1-78 | 10-1-78 | complete |
| 3.6.3 To develop activity modules by June, 1979 | 3.6.3.1 To identify career guidance materials on hand | Staff, Counselors | 10-1-78 | 10-15-78 | complete |
| | 3.6.3.2 To identify additional career guidance materials needed | Staff, Counselors | 10-1-78 | 10-15-78 | complete |
| | 3.6.3.3 To secure sufficient career guidance materials from other projects as well as commercially produced materials for use as resources | Staff, Director | 10-1-78 | 11-1-78 | complete |
| | 3.6.3.4 To establish writing teams to expand teacher advisory system activity modules | Staff, Principal, Advisory Committee | 11-1-78 | 12-1-78 | complete |
| | 3.6.3.5 To meet with writing teams monthly | Staff, Counselors | 1-2-79 | 6-1-79 | complete |
| | 3.6.3.6 To expand activity modules | Staff, Writing Teams, Counselors | 1-2-79 | 6-1-79 | complete |
| 3.6.4 To formulize a Teacher Advisor System Handbook by September, 1979 | 3.6.4.1 To edit and finalize the developed procedures for implementation | Staff, Director | 6-1-79 | 8-1-79 | complete |
| | 3.6.4.2 To edit and finalize the developed sequence of instruction | Staff, Director | 6-1-79 | 9-1-79 | complete |
| | 3.6.4.3 To edit and finalize the activity modules | Staff, Director | 6-1-79 | 9-1-79 | complete |
| | 3.6.4.4 To formulize Teacher Advisor System Handbook | Staff, Director | 9-1-79 | 9-30-79 | complete |

ACTION PLAN

ROGRAM OBJECTIVE: 3.7 To develop and implement an experienced based career education program (EBCE) in both senior high schools by August, 1980

| ERFORMANCE OBJECTIVE | PROPOSED ACTIVITIES | INTERACTION AND INVOLVEMENT | TIME LINES BEGIN | TIME LINES END | STATUS |
|---|---|---|---|---|---|
| 3.7.1 To develop a modified version of EBCE by January, 1977 | 3.7.1.1 Mini EBCE developed. Revise as needed | Principal, Staff | 9-1-78 | 10-1-78 | complete |
| 3.7.2 To implement the modified version of EBCE in both senior high schools by February, 1977 | 3.7.2.1 Mini EBCE program implemented through the gifted program. Revise as needed | Gifted Teacher, Principal, Staff | 9-1-78 | 10-1-78 | complete |
| 3.7.3 To refine by June, 1977, the modified version of the EBCE program | 3.7.3.1 Program refined. Further refine if needed | Staff, Gifted Teacher | 9-1-78 | 10-1-78 | complete |
| 3.7.4 To implement the refined version of of the modified EBCE program in both senior high schools by September, 1977 | 3.7.4.1 Program implemented. Revise as needed | Staff, Gifted Teacher, Principal | 9-1-78 | 10-1-78 | comple |
| 3.7.5 To further develop the EBCE program for implementation as a one semester elective course by May, 1978 | 3.7.5.1 In process | Staff, Principal Teachers | 1-1-78 | 5-1-78 | incomplet |
| 3.7.6 To implement EBCE by June, 1978, as an elective course for summer semester | 3.7.6.1 In process | Staff, Principal Teachers | 6-1-78 | 8-15-78 | incomple |

# ACTION PLAN

ROGRAM OBJECTIVE: ____________________

| ERFORMANCE OBJECTIVE | PROPOSED ACTIVITIES | INTERACTION AND INVOLVEMENT | TIME LINES | | STATUS |
|---|---|---|---|---|---|
| | | | BEGIN | END | |
| 3.7.7 To implement Mini EBCE in the langauge arts, science, social studies and math departments as well as the gifted program by January, 1979 | 3.7.7.1 Discuss with principal | Staff, Director | 9-1-78 | 10-1-78 | complete |
| | 3.7.7.2 Discuss with department heads | Staff, Director, Principal | 10-1-78 | 10-15-78 | incomplet |
| | 3.7.7.3 Conduct Inservice activities with teachers to be involved | Staff | 10-15-78 | 1-1-79 | incomplet |
| | 3.7.7.4 Orient students | Teachers | 1-1-79 | 1-20-79 | incomplet |
| | 3.7.7.5 Select and register students | Counselors, Teachers | 1-1-79 | 1-20-79 | incomplet |
| | 3.7.7.6 Orient parents | Teachers, Staff | 1-20-79 | 1-30-79 | incomplet |
| | 3.7.7.7 Conduct Inservice activities with community resource personnel to be involved | Staff, Teachers | 1-30-79 | 2-15-79 | incomplet |
| | 3.7.7.8 To place students on work stations | Teachers, Parents | 2-15-79 | 2-30-79 | incomplet |
| | 3.7.7.9 Conduct follow-up activities with students | Teachers | 2-30-79 | 3-30-79 | incomplet |
| 3.7.8 To develop a comprehensive EBCE program by January, 1980 | LONG RANGE OBJECTIVE, NO ACTIVITIES PROPOSED | | | | |
| 3.7.9 To implement a comprehensive EBCE program by August, 1980 | LONG RANGE OBJECTIVE, NO ACTIVITIES PROPOSED | | | | |

ACTION PLAN

OGRAM OBJECTIVE: 3.8 To develop and implement a salable skills program in one senior high school by June, 1980

| ERFORMANCE OBJECTIVE | PROPOSED ACTIVITIES | INTERACTION AND INVOLVEMENT | TIME LINES BEGIN | END | STATUS |
|---|---|---|---|---|---|
| 3.8.1 To develop an initial salable skills catalog by June, 1978 | 3.8.1.1 In process | Staff, All Teachers Principals, Director | 1-1-78 | 6-1-78 | complete |
| 3.8.2 To develop a system for documenting student completions of salable skills by Oct., 1978 | 3.8.2.1 To examine the Orange County, Florida, Salable Skills Documentation System | Staff, Director | 7-1-78 | 8-1-78 | incomplete |
| | 3.8.2.2 To establish Task Force to design Columbia's Documentation System | Staff, Director | 7-1-78 | 8-1-78 | incomplete |
| | 3.8.2.3 To adapt Orange County's System to the needs and resources of Columbia County | Staff, Director Task Force | 8-1-78 | 9-1-78 | incomplete |
| | 3.8.2.4 To develop the documentation system | Staff, Task Force, Director | 9-1-78 | 9-30-78 | incomplete |
| 3.8.3 To implement on a pilot basis, a salable skills program in at least one senior high school by January, 1979 | 3.8.3.1 To discuss salable skills program with principal | Director | 10-1-78 | 10-15-78 | incomplete |
| | 3.8.3.2 To discuss salable skills program with faculty | Director, Staff | 10-15-78 | 10-31-78 | incomplete |
| | 3.8.3.3 To conduct inservice activities with faculty on implementation of program | Principal Director, Staff | 10-31-78 | 12-20-78 | incomplete |
| | 3.8.3.4 To orient students to the program | Principal, Counselor Teachers | 10-31-78 | 12-20-78 | complete |
| | 3.8.3.5 To select and schedule students | Counselors | 1-1-79 | 1-30-79 | incomplete |

## ACTION PLAN

ROGRAM OBJECTIVE:

| ERFORMANCE OBJECTIVE | PROPOSED ACTIVITIES | INTERACTION AND INVOLVEMENT | TIME LINES | | STATU |
|---|---|---|---|---|---|
| | | | BEGIN | END | |
| 3.8.4 To fully implement the salable skills program in one targeted senior high school and feeder jr. high school by June, 1979 | 3.8.4.1 To review salable skills titles and documentation procedures | Staff, Principal, Counselors | 2-1-79 | 4-1-79 | incomplete |
| | 3.8.4.2 To revise as needed | Staff, Principal, Counselors | 4-1-79 | 4-30-79 | incomplete |
| | 3.8.4.3 To conduct inservice activities with teachers | Staff, Principal, Counselors | 4-30-79 | 5-30-79 | incomplete |
| | 3.8.4.4 To orient students to program | Principal, Counselors, teachers | 5-1-79 | 5-15-79 | incomplete |
| | 3.8.4.5 To select and schedule students, grades 9 - 12 | Counselors | 5-15-79 | 6-1-79 | incomplete |

ACTION PLAN

ROGRAM OBJECTIVE: 3.9 To develop and implement a system by June, 1980, through which all graduates and early school leavers will be provided job placement services

| ERFORMANCE OBJECTIVE | PROPOSED ACTIVITIES | INTERACTION AND INVOLVEMENT | TIME LINES | | STATU |
|---|---|---|---|---|---|
| | | | BEGIN | END | |
| 3.9.1 To develop by June, 1978, a system through which all graduates and early school leavers will be provided job placement services | 3.9.1.1 In process | Staff, Counselors<br>Consultants<br>Principals | 10-1-78 | 6-1-78 | complet |
| 3.9.2 To implement by June, 1979, on a pilot basis, a system through which all graduates and early school leavers will be provided job placement services | 3.9.2.1 To discuss developed system with principal and counselors | Staff | 9-1-78 | 10-1-78 | complet |
| | 3.9.2.2 To conduct inservice activities with all involved personnel | Staff | 10-1-78 | 12-1-78 | complet |
| | 3.9.2.3 To orient students to the system | Counselors,<br>Teachers | 1-1-79 | 3-1-79 | complet |
| | 3.9.2.4 To implement the system on a pilot basis | Counselors | 3-1-79 | 6-1-79 | complet |
| 3.9.3 To fully implement by June, 1980, the system for providing job placement services to all graduates and early school leavers | LONG RANGE OBJECTIVE--NO ACTIVITIES YET PROPOSED | | | | |

ACTION PLAN

ROGRAM OBJECTIVE: 3.10 To develop and implement a system by June, 1980, through which follow-up data is collected from graduates and early school leavers

| ERFORMANCE OBJECTIVE | PROPOSED ACTIVITIES | INTERACTION AND INVOLVEMENT | TIME LINES BEGIN | END | STATUS |
|---|---|---|---|---|---|
| 3.10.1 To develop a system by June, 1978 through which follow up data is collected from graduates and early school leavers | 3.10.1.1 In process | Staff, Counselors | 10-1-78 | 6-1-78 | complet |
| 3.10.2 To field test by June, 1979, on a pilot basis, the developed follow-up system | 3.10.2.1 To discuss developed system with principal and other school based personnel | Staff | 9-1-78 | 10-1-78 | complet |
| | 3.10.2.2 To conduct inservice activities with all school based personnel | Staff | 10-1-78 | 12-1-78 | complet |
| | 3.10.2.3 To orient students to the system | Principal, Counse. Teachers | 1-1-79 | 3-1-79 | complet |
| | 3.10.2.4 To implement the system on a pilot basis | Counselors | 6-1-79 | 6-30-79 | complet |
| 3.10.3 To fully implement by June, 1980, a system through which follow up data will be collected from graduates and early school leavers | LONG RANGE OBJECTIVE | | | | |

ACTION PLAN

ROGRAM OBJECTIVE: 3.11 To develop and implement a program for students to actively seek meaning and meaningfulness through work in productive use of leisure time by September, 1980, in both senior high schools

| ERFORMANCE OBJECTIVE | PROPOSED ACTIVITIES | INTERACTION AND INVOLVEMENT | TIME LINES BEGIN | END | STATU |
|---|---|---|---|---|---|
| 3.11.1 To identify leisure time course needs by November, 1978 | 3.11.1.1 Survey students to determine needed courses | Staff, Teachers | 10-1-78 | 11-1-78 | incomplete |
| | 3.11.1.2 Compile a list of desired courses | Staff, Counselor | 11-1-78 | 11-15-78 | incomplete |
| 3.11.2 To develop these courses by January, 1979 | 3.11.2.1 Select, from list, courses to be taught | Staff, Advisory Committee, Prin. | 11-15-78 | 12-1-78 | incomplete |
| | 3.11.2.2 To prepare course descriptions and outlines | Staff, Advisory Committee | 12-1-78 | 1-1-79 | incomplete |
| 3.11.3 To implement on a pilot oasis, leisure time program in one senior high by March, 1979 | 3.11.3.1 To locate community resource personnel to serve as instructors on a voluntary basis | Staff, Advis.Comm. | 1-1-79 | 2-1-79 | incomplete |
| | 3.11.3.2 To locate facilities to teach course | Staff, Principal | 1-1-79 | 2-1-79 | incomplete |
| | 3.11.3.3 To secure needed resources and materials | Staff, Principal | 1-1-79 | 2-1-79 | incomplete |
| | 3.11.3.4 To orient all school-based personnel with the courses to be taught | Staff, Comm. Resour Personnel | 2-1-79 | 3-1-79 | incomplete |
| | 3.11.3.5 To orient all students to the courses to be taught | Staff, Teachers | 2-1-79 | 3-1-79 | incomplete |
| | 3.11.3.6 To conduct inservice with community resource personnel serving as instructors | Staff | 2-1-79 | 3-1-79 | incomplete |
| | 3.11.3.7 To register students to participate | Counselor | 2-1-79 | 3-1-79 | incomplete |
| | 3.11.3.8 To conduct classes | Community Resource Personnel, Staff | 3-1-79 | 6-1-79 | incomplete |

## ACTION PLAN

ROGRAM OBJECTIVE: ______________________________

| ERFORMANCE OBJECTIVE | PROPOSED ACTIVITIES | INTERACTION AND INVOLVEMENT | TIME LINES BEGIN | END | STATUS |
|---|---|---|---|---|---|
| 3.11.4 To assess the leisure time program by June, 1979 | 3.11.4.1 To discuss program with students | Staff, Teachers Comm. Resource Per. | 3-1-79 | 6-1-79 | incomplet |
| | 3.11.4.2 To discuss program with community resource personnel | Staff, Principal | 3-1-79 | 6-1-79 | incomplet |
| | 3.11.4.3 To discuss program with all school-based personnel | Staff, Principal | 3-1-79 | 6-1-79 | incomplet |
| 3.11.5 To revise the leisure time program by August, 1979 | 3.11.5. To establish committee to revise program (students, community resource personnel, teachers, principal, counselor) | Staff, Principal | 6-1-79 | 6-30-79 | incomplet |
| | 3.11.5.2 To revise program as needed | Staff, Principal, Committee | 6-30-79 | 8-1-79 | incomplet |
| 3.11.6 To fully implement the leisure time program in one senior high school by January, 1980 | LONG RANGE OBJECTIVE | | | | |
| 3.11.7 To fully implement the leisure time program in both senior high schools by September, 1980 | LONG RANGE OBJECTIVE | | | | |

# MANAGEMENT PLAN FOR PROPOSED ACTIVITIES

## Program Goal 4

To develop and implement a career education component for the evening adult basic and vocational education programs

## ACTION PLAN

OGRAM OBJECTIVE: 4.1 To develop by December, 1978, a career guidance and counseling course, on a pilot basis, for the evening adult basic and vocational education program

| ERFORMANCE OBJECTIVE | PROPOSED ACTIVITIES | INTERACTION AND INVOLVEMENT | TIME LINES BEGIN | TIME LINES END | STATUS |
|---|---|---|---|---|---|
| 4.1.1 To identify needed course topics by November, 1978 | 4.1.1.1 Examine Teacher Advisory System topics | Staff, Director | 10-1-78 | 10-15-78 | incomplete |
| | 4.1.1.2 To identify topics suitable for adult program | Staff, Director | 10-1-78 | 10-15-78 | incomplete |
| | 4.1.1.3 To survey adult education students relative to topics identified | Staff, Instructors | 10-15-78 | 10-30-78 | incomplete |
| | 4.1.1.4 To revise topics as needed | Staff, Director | 10-30-78 | 11-15-78 | incomplete |
| | 4.1.1.5 To identify needed course topics | Staff, Director | 10-30-78 | 11-15-78 | incomplete |
| 4.1.2 To develop a course description by December, 1978 | 4.1.1.6 To establish a committee representative of adult education students | Staff, Director | 10-30-78 | 11-15-78 | incomplete |
| | 4.1.1.7 To develop course description relative to topics identified | Staff, Director Committee | 11-15-78 | 12-15-78 | incomplete |

ACTION PLAN

ROGRAM OBJECTIVE: 4.2 To implement by January, 1979, the developed course .

| ERFORMANCE OBJECTIVE | PROPOSED ACTIVITIES | INTERACTION AND INVOLVEMENT | TIME LINES BEGIN | TIME LINES END | STATUS |
|---|---|---|---|---|---|
| 4.2.1 To identify and secure needed curriculum and instructional resources and facilities by December, 1978 | 4.2.1.1 To study existing career guidance materials | Staff, Committee | 10-30-78 | 11-15-78 | incomplet |
| | 4.2.1.2 To identify additional materials needed | Staff, Committee | 10-30-78 | 11-15-78 | incomplet |
| | 4.2.1.3 To secure materials | Staff, Director | 11-15-78 | 12-15-78 | incomplet |
| | 4.2.1.4 To discuss instructional resources and facilities needs with off-campus coordinator for vocational training at Augusta Area Technical School | Director | 10-30-78 | 11-15-78 | incomplete |
| | 4.2.1.5 To identify an instructor for winter quarter | Off Campus Coord. | 11-15-78 | 12-15-78 | incomplete |
| | 4.2.1.6 To secure facility to conduct class | Director, Off Campus Coordinator | 12-15-78 | 1-1-79 | incomplet |
| 4.2.2 To identify course participants by January, 1979 | 4.2.2.1 To announce course in the Columbia News and Augusta Chronicle-Herald | Director | 1-1-79 | 1-10-79 | incomplet |
| | 4.2.2.2 To send out informational memorandums to the parents of all students enrolled in the Columbia County School System | Director, Off Camput Coordinator | 1-1-79 | 1-10-79 | incomplet |
| | 4.2.2.3 To register students | Off Campus Coord. | 1-10-79 | 1-15-79 | incomplet |
| 4.2.3 To implement by January, 1979, the developed course | 4.2.3.1 To begin classes during ~~Winter~~ spring Quarter, 1979 | Staff, Instructor | 1-15-79 | 3-15-79 | incomplet |

## MANAGEMENT PLAN FOR PROPOSED ACTIVITIES

### Program Goal 5

To develop and implement a plan which will enhance and facilitate the implementation, dissemination, replication, and evaluation of resultant products for each program component

ACTION PLAN

OGRAM OBJECTIVE: 5.1 To develop and implement by January, 1979, a system for coordinating all community resource information

| RFORMANCE OBJECTIVE | PROPOSED ACTIVITIES | INTERACTION AND INVOLVEMENT | TIME LINES BEGIN | TIME LINES END | STATUS |
|---|---|---|---|---|---|
| 5.1.1 To develop by August, 1977, a community resource guide, with updating capabilities, which includes descriptions of available community resources and procedures for utilization | 5.1.1.1 Complete. Update as needed | Staff, School and Central Office Personnel | 10-1-78 | 9-30-79 | complete |
| 5.1.2 To develop by October, 1977, a system for describing additional community resources | 5.1.2.1 Complete. Revise and update as needed | Staff, School and Central Office Personnel | 10-1-78 | 9-30-79 | complete |
| 5.1.3 To field test the developed guide system for describing additional resources in all schools by June, 1978 | 5.1.3.1 In process | Staff, School and Central Office Personnel | 10-177 | 6-30-78 | complete |
| 5.1.4 To revise and update the guide and system for describing additional community resources by October, 1978 | 5.1.4.1 In process | Staff, School and Central Office Personnel, Community Advisory Committee | 7-1-78 | 9-30-78 | complete |

# ACTION PLAN

ROGRAM OBJECTIVE: ______________________________

| ERFORMANCE OBJECTIVE | PROPOSED ACTIVITIES | INTERACTION AND INVOLVEMENT | TIME LINES BEGIN | TIME LINES END | STATU |
|---|---|---|---|---|---|
| 5.1.5 To develop by November, 1978, a system for involving parents in the comm. resource program. | 5.1.5.1 To seek input from Community Advisory Committee | Staff, Director | 10-1-78 | 10-15-78 | complet |
| | 5.1.5.2 To seek input from PTO groups | Staff, Director | 10-1-78 | 10-30-78 | complete |
| | 5.1.5.3 To survey all parents | Staff, Principals | 10-1-78 | 10-30-78 | complete |
| | 5.1.5.4 To develop the system based on the recommendations of these groups | Advisory Committee, Staff, Director | 11-1-78 | 11-15-78 | complete |
| 5.1.6 To develop by November, 1978, a system for identifying additional community resources. | 5.1.6.1 To seek input from Community Advisory Committee | Staff, Director | 10-1-78 | 10-15-78 | complete |
| | 5.1.6.2 To seek input from School Advisory Committees | Staff, Principal | 10-1-78 | 10-30-78 | complete |
| | 5.1.6.3 To discuss the system with the National Alliance of Businessmen representative | Director | 10-1-78 | 10-15-78 | complete |
| | 5.1.6.4 To seek assistance from parent-volunteers | Director, Staff, Principal | 10-1-78 | 10-30-78 | complete |
| | 5.1.6.5 To develop the system based on the recommendations of the various groups and the level of participation by the parent-volunteers | Staff, Director, Advisory Committee | 11-1-78 | 11-15-78 | complete |
| 5.1.7 To develop by December, 1978, a system for coordinating all community resource information | 5.1.7.1 To locate parent volunteers to staff a Community Resource Office | Staff, Director, School Personnel | 11-1-78 | 11-30-78 | complete |
| | 5.1.7.2 To establish Community Resource Office | Director | 11-1-78 | 12-30-78 | complete |
| | 5.1.7.3 To establish procedures for the operation of this office | Director, Staff, Parent Volunteers | 11-1-78 | 12-30-78 | complete |
| 5.1.8 To implement by January, 1979, the developed system for coordinating community resource information | 5.1.8.1 To conduct inservice activities with parent-volunteers | Staff, Director Central Ofc.Person. | 1-1-79 | 1-15-79 | complete |
| | 5.1.8.2 To orient all school based and central office personnel to the system | Staff, Director Principal, CERT | 1-1-79 | 1-30-79 | complet |

# ACTION PLAN

OGRAM OBJECTIVE: 5.2 To design and implement a plan for developing career education curriculum and instructional materials K-12, in Language Arts, Social Studies, Math and Science, by October, 1980

| RFORMANCE OBJECTIVE | PROPOSED ACTIVITIES | INTERACTION AND INVOLVEMENT | TIME LINES | | STATUS |
|---|---|---|---|---|---|
| | | | BEGIN | END | |
| 5.2.1 To design, by February, 1978, a plan for developing curriculum and instructional materials in Social Studies, K-12 | 5.2.1.1 In process | Staff, Advisory Committee, Director | 10-1-77 | 2-1-78 | complete |
| 5.2.2 To implement, by March, 1978, the developed plan | 5.2.2.1 In process | Staff, Principals, CERT | 2-1-78 | 9-30-78 | complete |
| 5.2.3 To design by November, 1978, a plan for developing curriculum and instructional materials in Language Arts, K-12 | 5.2.3.1 To establish writing teams for developing curriculum and instructional materials | Staff, Principals, CERT | 10-1-78 | 11-1 -78 | complete |
| | 5.2.3.2 To identify community resource personnel to serve as consultants to writing teams | Staff, Community Advisory Committee, Writing Teams | 10-1-78 | 11-1 -78 | complete |
| 5.2.4 To implement the plan by December, 1978 | 5.2.4.1 To identify specific topics in Language Arts for curriculum development | Staff, Writing Teams | 11-1-78 | 12-1-78 | complete |
| | 5.2.4.2 To conduct inservice activities with Writing Teams | Staff, Director | 11-1-78 | 12-1-78 | complete |
| | 5.2.4.3 To conduct writing team meetings on a monthly basis, involving community resource personnel as needed | Staff | 12-1-78 | 9-30-79 | complete |
| | 5.2.4.4 To conduct inservice activities with community resource personnel | Staff, Writing Team Director | 11-1-78 | 12-1-78 | complete |

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ACTION PLAN

ROGRAM OBJECTIVE: ______________________________

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| ERFORMANCE OBJECTIVE | PROPOSED ACTIVITIES | INTERACTION AND INVOLVEMENT | TIME LINES BEGIN | END | STATUS |
|---|---|---|---|---|---|
| 5.2.5 To design by November, 1979, a plan for developing curriculum and instructional materials in Math and Science, K-12 | 5.2.5.1 LONG RANGE OBJECTIVE. NO ACTIVITIES YET PLANNED<br>Note: Curriculum books (career education samplers) developed for Biology and General Math. | | | | |
| 5.2.6 To implement the plan by October, 1980. | 5.2.6.1 LONG RANGE OBJECTIVE--NO ACTIVITIES YET PLANNED | | | | |

ACTION PLAN

ROGRAM OBJECTIVE: 5.3 To develop and implement by September, 1979, a plan to disseminate career education information on the Columbia County Project to interested career education practitioners in the state and nation as well as the general public.

| ERFORMANCE OBJECTIVE | PROPOSED ACTIVITIES | INTERACTION AND INVOLVEMENT | TIME LINES | | STATUS |
|---|---|---|---|---|---|
| | | | BEGIN | END | |
| 5.3.1 To develop the dissemination plan by February, 1979 | 5.3.1.1 To identify various methods for effective dissemination of information such as Newsletters, Workshops, and Visitations | CESA Personnel, Staff, Director | 10-1-78 | 11-1-78 | complete |
| | 5.3.1.2 To select methods to be utilized | Staff, Director | 11-1-78 | 11-15-78 | complete |
| | 5.3.1.3 To identify outstanding career education schools, one elementary, one junior high, and one senior high, as demonstration sites. | Staff, Director | 11-15-78 | 12-15-78 | complete |
| | 5.3.1.4 To discuss demonstration site idea with school-based personnel. | Staff, Director | 11-15-78 | 12-15-78 | complete |
| | 5.3.1.5 To establish schools as demonstration sites | Staff, Director, School Personnel | 12-15-78 | 1-15-79 | complete |
| | 5.3.1.6 To compile descriptive materials on selected sites and personnel as well as other components of the program. | Staff, Director, School Personnel | 1-15-79 | 2-1-79 | complete |
| 5.3.2 To implement the plan by September 1979 | 5.3.2.1 To prepare and distribute quarterly newsletters or informational memorandums | Staff, Director, CERT | 1-1-79 | 9-30-79 | complete |
| | 5.3.2.2 To conduct workshops as requested | Staff, Director | 1-1-79 | 9-30-79 | complete |
| | 5.3.2.3 To host visitations to the demonstration sites. | Staff, Director, School-Based Personnel | 2-1-79 | 9-30-79 | complete |

ACTION PLAN

ROGRAM OBJECTIVE: 5.4 To develop and implement by September, 1979, a plan to disseminate career education information on at least three other K-12 funded projects to interested career education practitioners in the state and nation as well as the general public.

| ERFORMANCE OBJECTIVE | PROPOSED ACTIVITIES | INTERACTION AND INVOLVEMENT | TIME LINES BEGIN | END | STATU |
|---|---|---|---|---|---|
| 5.4.1 To develop by December, 1978, a plan to disseminate career education information | 5.4.1.1 To identify some K-12 projects in the nation which lend themselves to replication by other school systems. | Director, Staff, USOE Personnel | 10-1-78 | 11-1-78 | incomplete |
| | 5.4.1.2 To select three K-12 projects, similar to this project, which are prepared to provide project produced descriptions and materials | Director, Staff | 10-1-78 | 11-1-78 | incomplete |
| | 5.4.1.3 To contact these projects relative to the collaborative dissemination effort | Director | 10-1-78 | 11-1-78 | incomplete |
| | 5.4.1.4 To visit these projects | Director, Staff | 11-1-78 | 12-31-78 | incomplete |
| | 5.4.1.5 To secure descriptive materials from these projects | Director, Staff | 11-1-78 | 12-31-78 | incomplete |
| | 5.4.1.6 To secure samples of all project produced materials | Director, Staff | 11-1-78 | 12-31-78 | incomplete |
| | 5.4.1.7 To complete the Georgia On-Site Visitation Report on each of these projects for dissemination to other school systems | Director, Staff | 11-1-78 | 12-31-78 | incomplete |
| | 5.4.1.8 To design strategies for disseminating this information on a collaborative basis among the four projects | Project Directors, Staff Personnel | 11-1-78 | 12-31-78 | incomplete |
| 5.4.2 To implement the developed dissemination plan by September, 1979 | 5.4.2.1 To compile descriptive information on all projects involved | Director, Staff | 12-31-78 | 1-30-79 | incomplete |
| | 5.4.2.2 To identify staff and CESA personnel to coordinate the dissemination effort | Director | 12-31-78 | 1-30-79 | incomplete |
| | 5.4.2.3 To utilize materials and procedures from these projects in making improvements in this project | Director, Staff School Based Pers. | 1-30-79 | 9-30-79 | incomplete |
| | 5.4.2.4 To disseminate information on these projects in conjunction with the dissemination of information on this project (Newsletters, Workshops, [illegible] etc). | Director, Staff | 2-1-79 | 9-30-79 | incomplete |

## ACTION PLAN

ROGRAM OBJECTIVE: 5.5 To develop and implement a replication program on the Columbia County Project, including provisions for technical assistance, by March, 1979

| ERFORMANCE OBJECTIVE | PROPOSED ACTIVITIES | INTERACTION AND INVOLVEMENT | TIME LINES BEGIN | TIME LINES END | STATU |
|---|---|---|---|---|---|
| 5.5.1 To develop a replicatinn program by December, 1978 | 5.5.1.1 To establish a committee representative of school-based personnel, staff members, and representatives of the CSRA CESA | Director, Staff | 10-1-78 | 10-15-78 | comple |
| | 5.5.1.2 To examine all project procedures and materials | Director, Staff, Committee | 10-15-78 | 10-31-78 | complet |
| | 5.5.1.3 To identify those which lend themselves to replication by other school systems | Director, Staff, Committee | 10-15-78 | 10-31-78 | complet |
| | 5.5.1.4 To identify a group of outstanding system career educators to serve as consultants to other school systems replicating the Columbia County project | Principals, Staff, Director | 10-31-78 | 11-15-78 | complet |
| | 5.5.1.5 To discuss consultant idea with those selected | Staff, Director | 11-15-78 | 12-1-78 | complet |
| | 5.5.1.6 To select consultants | Staff, Director | 11-15-78 | 12-1-78 | complet |
| | 5.5.1.7 To conduct inservice activities with consultants on procedures and techniques for working with personnel from other school systems | Staff, Director | 12-1-78 | 12-31-78 | complet |
| | 5.5.1.8 To develop a complete description of the program, including procedures for implementation, sample materials, and consultative services available | Consultants, Committee, Staff, Director | 12-1-78 | 12-31-78 | complet |
| 5.5.2 To implement the program by March, 1979 | 5.5.2.1 To meet with Superintendents and Curriculum Directors from the CSRA CESA LEA's, and other interested school systems, to discuss replication program. | Consultants, Committee, Staff, Director | 1-1-79 | 1-15-79 | complet |
| | 5.5.2.2 To identify those systems which desire replication services and/or technical assistance | Staff, Director | 1-15-79 | 1-31-79 | complet |
| | 5.5.2.3 To identify a contact person for each participating system | Superintendents, Director | 1-15-79 | [illegible]31-79 | complet |

## ACTION PLAN

ROGRAM OBJECTIVE: ______________________

| ERFORMANCE OBJECTIVE | PROPOSED ACTIVITIES | INTERACTION AND INVOLVEMENT | TIME LINES BEGIN | END | STATU |
|---|---|---|---|---|---|
| | 5.5.2.4 To arrange and conduct orientation sessions, including a project site visitation, for each contact person | Consultants, Staff Director | 1-31-79 | 2-31-79 | complet |
| | 5.5.2.5 To schedule and conduct visitations to Columbia County for all involved personnel | Staff, Director | 1-31-79 | 2-31-79 | complet |
| | 5.5.2.6 To assist the participating systems in identifying the career education program priorities for their individual school systems. | Staff, Director<br>CESA Consultant | 1-31-79 | 2-31-79 | complet |
| | 5.5.2.7 To assist the participating systems in developing program goals and objectives related to the planning, development, implementation and evaluation of the selected career education components being replicated | Staff, Director<br>CESA Consultant | 1-31-79 | 2-31-79 | complet |
| | 5.5.2.8 To assist the participating systems in the identification and mobilization of strategies directed at each program objective | Staff, Director<br>CESA Consultant | 1-31-79 | 2-31-79 | complet |
| | 5.5.2.9 To schedule and conduct inservice activities in these school systems directed at implementing the selected career education components | Staff, Director,<br>Consultants,<br>CESA Consultant | 2-31-79 | 3-31-79 | complet |
| | 5.5.2. To schedule and conduct follow-up activities and visitations to these school systems as needed | Staff, Director,<br>Consultants,<br>CESA Consultant | 3-31-79 | 9-30-79 | complet |

## ACTION PLAN

ROGRAM OBJECTIVE: 5.6 To develop and implement, in conjunction with the local staff development plan for certification renewal, inservice activities for all professional personnel on career education philosophy, methods and materials by January, 1979

| ERFORMANCE OBJECTIVE | PROPOSED ACTIVITIES | INTERACTION AND INVOLVEMENT | TIME LINES | | STATUS |
|---|---|---|---|---|---|
| | | | BEGIN | END | |
| 5.6.1 To develop inservice activities which provide staff development credit toward certificate renewal by November, 1978 | 5.6.1.1 To establish a staff development steering committee | Staff, Director | 10-1-78 | 10-15-78 | complet |
| | 5.6.1.2 To survey all professional personnel relative to staff development needs in career education | Staff, Director | 10-15-78 | 11-1-78 | complet |
| | 5.6.1.3 To prioritize needs identified by survey | Staff, Director Committee | 11-1-78 | 11-15-78 | complet |
| | 5.6.1.4 To translate needs into inservice and/or workshop topics | Staff, Director Committee | 11-15-78 | 11-28-78 | complet |
| | 5.6.1.5 To outline purposes and goals of each workshop relative to 10 to 50 contact hours of instruction | Staff, Director Committee | 11-15-78 | 11-29-78 | complet |
| 5.6.2 To implement the inservice activities by January, 1979 | 5.6.2.1 To establish a talent pool of area teachers and community leaders to serve as workshop consultants and facilitators | Staff, Director | 12-1-78 | 12-31-78 | complet |
| | 5.6.2.2 To outline agendas and descriptions of each inservice activity | Staff, Director | 12-1-78 | 12-31-78 | complet |
| | 5.6.2.3 To enroll participants in the workshop series | Staff, Director, Principal | 1-1-79 | 1-9-79 | complet |
| | 5.6.2.4 To conduct inservice activities | Staff, Director, Consultants | 1-9-79 | 9-30-79 | complet |

# ACTION PLAN

PROGRAM OBJECTIVE: 5.7 To develop and implement a project management plan, including strategies for implementing, which reflects the individual responsibilities of all involved personnel by December, 1978

| PERFORMANCE OBJECTIVE | PROPOSED ACTIVITIES | INTERACTION AND INVOLVEMENT | TIME LINES BEGIN | TIME LINES END | STATUS |
|---|---|---|---|---|---|
| 5.7.1 To develop by December, 1978, a management plan which reflects the individual responsibilities of all involved personnel by December, 1978 | 5.7.1.1 To examine program goals, objectives, strategies and individual performance objectives, as well as time lines, proposed | School-Based Personnel, Staff, Director | 10-1-78 | 10-31-78 | complet |
| | 5.7.1.2 To revise and update as needed according to program accomplishments in 1977-78 and extent of funding for 1978-79 | School-Based Personnel, Staff, Director | 11-1-78 | 12-1-78 | complet |
| 5.7.2 To implement by December, 1978, the developed management plan | 5.7.2.1 To conduct inservice with school-based personnel (Career Education Resource Teachers and Principals) on the utilization of the management plan | Director | 12-1-78 | 12-31-78 | complet |
| | 5.7.2.2 To conduct inservice with the project staff on the utilization of the management plan | Director | 12-1-78 | 12-31-78 | complet |

# ACTION PLAN

PROGRAM OBJECTIVE: 5.8 To develop and implement individual school management plans which reflect the roles of all involved personnel and strategies for implementation of each component by February, 1979

| PERFORMANCE OBJECTIVE | PROPOSED ACTIVITIES | INTERACTION AND INVOLVEMENT | TIME LINES | | STATU |
|---|---|---|---|---|---|
| | | | BEGIN | END | |
| 5.8.1 To develop by January, 1979, school management plans | 5.8.1.1 To orient school career education advisory committees to the Management Plan concept and the project Managemt.Plan | Director, Staff | 12-1-78 | 12-31-78 | complete |
| | 5.8.1.2 To assist the committees in developing strategies and individual performance objectives for each program goal and objective being implemented in the school | Director, Staff | 1-1-79 | 1-30-79 | complete |
| | 5.8.1.3 To assist the committees in developing role descriptions for all school-based personnel | Director, Staff | 1-1-79 | 1-30-79 | complete |
| 5.8.2 To implement by February, 1979, the developed management plans | 5.8.2.1 To conduct inservice with all school-based personnel on the utilization of the management plan | Committee, Staff<br>Director | 2-1-79 | 2-28-79 | complete |
| | 5.8.2.2 To revise and update the management plan as needed | Committee | 2-28-79 | 9-30-79 | complete |

# ACTION PLAN

PROGRAM OBJECTIVE: 5.9 To develop and implement by November, 1978, an evaluation design directed at collecting process and product data for all components of the career education model, K-12

| PERFORMANCE OBJECTIVE | PROPOSED ACTIVITIES | INTERACTION AND INVOLVEMENT | TIME LINES BEGIN | TIME LINES END | STATU |
|---|---|---|---|---|---|
| 5.9.1 To develop by November, 1978, in conjunction with a third party evaluator, an evaluation design directed at collecting process and product data | 5.9.1.1 To hold a design conference with the third party evaluator | Advisory Committee, Staff, Director | 10-1-78 | 10-31-78 | comple |
| | 5.9.1.2 To examine evaluation design as written in this proposal | Third Party Eval., Director | 10-1-78 | 10-31-78 | comple |
| | 5.9.1.3 To revise design as needed | 3rd Party Eval., Director | 10-1-78 | 10-31-78 | comple |
| | 5.9.1.4 To prepare evaluation design | 3rd Party Eval. | 10-1-78 | 10-31-78 | comple |
| 5.9.2 To complete by November, 1978, and again by May, 1979, steps necessary for implementing evaluation design | 5.9.2.1 To collect pretest data | Staff, School-Based Personnel | 11-1-78 | 11-30-78 | comple |
| | 5.9.2.2 To conduct on-site evaluation (first) | 3rd Party Eval. Staff, Director | 1-1-79 | 1-31-79 | comple |
| | 5.9.2.3 To conduct on-site evaluation (second) | 3rd Party Eval., Staff, Director | 4-1-79 | 4-31-79 | comple |
| | 5.9.2.4 To collect post test data | Staff, School-Based Personnel | 5-1-79 | 5-31-79 | comple |
| 5.9.3 To prepare a report of the evaluation results by September, 1979 | 5.9.3.1 To prepare site visitation report (first) | 3rd Party Eval. | 2-1-79 | 2-28-79 | comple |
| | 5.9.3.2 To prepare site visitation report (second) | 3rd Party Eval. | 5-1-79 | 5-31-79 | comple |
| | 5.9.3.3 To analyze pre and post test data | 3rd Party Eval. | 6-1-79 | 7-1-79 | comple |
| | 5.9.3.4 To derive and summarize conclusions | 3rd Party Eval. | 7-1-79 | 8-1-79 | comple |
| | 5.9.3.5 To prepare and submit evaluation report to project director | 3rd Party Eval. | 8-1-79 | 9-1-79 | comple |

## EVALUATION

The CSRA CESA project contracted with National Testing Service of Durham, N.C., during the 1976-77 and 1977-78 project years. Many problems developed through this association with NTS, mainly because of a distance factor. The data reported from both of these project years was usually late, incomplete and did not meet the needs of the project director. Therefore, after several discussions with the Project Officer, Terry Newell, and representatives from NTS, it was mutually agreed that other evaluators, more closely located to the project site, would be contracted. As a result, two professors from the School of Education at Augusta College, Augusta, Georgia, were contracted.

It is the intent of the project director to gather student outcome data as well as professional process data for a longitudinal evaluation from the 1976-77 project year to the end of the 1978-79 project year. Students involved in the project and the evaluation in the 1976-77 and 1977-78 project years were identified. Those students are involved in the evaluation during the 1978-79 project year. Table 1 below outlines the evaluation scheme being followed.

TABLE 1
Evaluation Scheme

| | 1976-77 | | 1977-78 | | 1978-79 | |
|---|---|---|---|---|---|---|
| SCHOOL | GRADE | TEST | GRADE | TEST | GRADE | TEST |
| South Columbia | 3 | SOS | 4 | SOS | 5 | SOS |
| | 5 | SOS | 6 | PECE | 7 | PECE |
| North Harlem | 3 | SOS | 4 | SOS | | |
| South Harlem | 5 | SOS | 6 | PECE | 5 | SOS |
| | | | | | 7 | PECE |
| Col. Jr. High | 8 | PECE | 9 | PECE | 9 | SHARP |
| Harlem High | 11 | PECE | 12 | PECE | 10 | PECE |
| Evans Jr. High | 8 | PECE | 9 | PECE | | |
| Evans High | 11 | PECE | 12 | PECE | 10 | PECE |
| | | | | | 12 | SHARP |

In addition, a comparison will be made of scores by these students on the Iowa Test of Basic Skills, Test of Academic Progress, and Georgia Criterion Referenced Tests in Career Development, with scores on the career education battery.

All students in grades 9 and 12 will complete the SHARP test, Senior High Assessment of Reading Performance, which measures competencies in reading skills that are necessary for everyday life. This data will be utilized to determine whether our students presently enrolled in grade 12 have the ability to apply basic skills in life role situations, which is the major thrust of career education. Data gathered from 9th graders will be utilized to determine where the career education program might be strengthened in the future and what the present strengths are in the program K-8. This data will also be compared to other data gathered from the SOS test and PECE test.

All data will be reported for a three year period by individual students, schools and for the system collectively.

An attitude survey utilized in 1976-77 and 1977-78 will also be administered to all teachers this year. This survey will give a comparison of attitudes toward career education as well as the level of involvement over a three year period.

A complete evaluation report submitted by Dr. Bob Bartos and Dr. Lyle Smith is included as Appendix C.

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## DISSEMINATION

Information on the Columbia County career education program has been disseminated through the following:

a. The Fall and Winter issues of "The Newsletter" have been distributed to all professional personnel in Columbia County; all parents, and approximately 450 community leaders and business people; copies have also been sent to educational agencies and funded projects throughout the state and nation. "The Newsletter" is published this year as a jointly funded effort between the Columbia County School System and Career Education Project.

b. To date four issues of our in house publication "STROKES" have been disseminated to all professional personnel within the system. This is also a jointly funded effort.

c. All letters of inquiry have been answered with appropriate descriptive materials.

d. Presentations on the progress of the project have been made at the CESA Board of Control meetings at the invitation of the CESA director.

e. Articles have been printed periodically in the Augusta Herald, Augusta Chronicle and Columbia News, on the scope of activities being conducted through the career education program.

f. Technical assistance and dissemination of information and materials has also been provided to the Lincoln County and McDuffie County School Systems in the development and implementation of their programs.

## SPECIAL ACTIVITIES

1. Project Produced Materials: Handbooks have been developed for the implementation of various components of this project, as follows:
    a. Community Resource Guide
    b. Teacher Guide for Career Education
    c. Career Education Resource Teacher Guide
    d. Elementary Career Education Samplers, one each, grades 1 through 7
    e. Secondary Career Education Samplers, one each, in Science, Math, Reading, Georgia and World History, English Grammar and Literature, Economics, American Government, Biology, English and Literature, Journalism, American History
    f. Teacher Advisory System Implementation Guide
    g. Career Guidance Handbooks, one each, grades 8 through 12
    h. Career Education Bulletin Board Book
    i. Career Education Materials Description Book
    j. Mini EBCE Implementation Guide Book

    Combined with the written management plan, and other implementation handbooks, these materials will facilitate the replication of the Columbia County program by other school systems.

2. Staff Development Plan: The incorporation of a career education component into the local staff development plan for certificate renewal will be exemplary to other school systems in the State. The activities conducted toward implementing a total career education program, K-12, will be extremely beneficial to other school systems desiring to implement career education through a Staff Development approach.

3. Program for the Handicapped: Columbia County is working with Charles Boyd of KLRN-TV, Austin, Texas, in utilizing and field testing the KHAN DU tapes. These materials will be utilized as deemed appropriate by the special education staff in assisting handicapped students.

4. French Project: The French classes at Evans High School have become very involved in the study of French as it relates to careers and leisure time activities. Their culminating activity was a trip to Quebec City, Canada, in April. The French teacher and students developed a slide presentation for use with other French students.

5. Elementary School Career Education Project: All elementary schools, K-7, were invited to develop and implement a school career education project involving all students, teachers, and community representatives. The two schools which developed and implemented the most outstanding project by June 1, 1979, received two complete cooking portalabs. All nine elementary schools participated.

# APPENDIX A

# AIDE JOB DESCRIPTION

# JOB DESCRIPTION

TITLE: Career Education Aide

QUALIFICATIONS: High School Diploma or Equivalent. Ability to Type. Good Communication Skills, both oral and written.

REPORTS TO: Principal and Director of Career Education

JOB GOAL: To provide assistance to the career education staff and teachers necessary to enable students to experience learning activities centered around the overall program goals and objectives.

TERMS OF EMPLOYMENT: October 2, 1978, to July 18, 1979

PERFORMANCE RESPONSIBILITIES:

1. To aid in maintaining records of resource requests (materials, speakers, field trips).
2. To aid in the dissemination of career education materials.
3. To aid in making community contacts as requested for speakers, field trips and materials.
4. To aid in preparing instructional materials for staff development and classroom use.
5. To aid in maintaining an inventory of all career education materials available, utilized and requested.
6. To aid in the revision and updating of the Community Resource Guide.
7. To aid teachers in preparing materials for classroom use.
8. To aid in typing general correspondence, forms, and reports.
9. To perform other such duties requested by the Director of Career Education as related to the program goals and objectives.

APPROVED BY:

_______________ Date
Director of Career Education

_______________ Date
Aide

_______________ Date
Principal

# APPENDIX B

# CAREER ED COURSE DESCRIPTION

## Staff Development

## Course Description

Course Title: Career Education

Instructor: Margaret Harper, Margaret Shearouse, John Shearouse, Career Ed Staff

Purpose of Course as related to improving teaching competencies: This course is designed to provide information concerning available materials, opportunities for development of instructional aids, and an understanding of the world of work through exposure to the elements of career education. One day Job Shadowing experiences will be arranged for participants.

This course is designed to award 5 hours of SDU credit for participants completing 50 contact hours, including on-the-job implementation of activities.

Overall goal/objective of Course/Activity:

To orient participants to the overall concepts, goals, objectives and instructional materials related to career education in Columbia County so that career education techniques and methods may be infused into the ongoing instructional program.

Performance objectives for Participants: As a result of participation in this course, the participant will:

1. Demonstrate an understanding of some of the methods of implementation by selecting an approved project and developing this project during the course.
2. Demonstrate an understanding of Career Education by summarizing selected readings and participating in large and small group discussions.
3. Demonstrate a knowledge of available Career Education materials that apply to a specific level of instruction by:
    - (a) Compiling an annotated bibliography of commercial and teacher made materials.
    - (b) Developing a list of available community resource materials.
    - (c) Compiling a list of appropriate community resource persons.
4. Demonstrate an understanding of Career Education as a process of teaching by implementing class projects as a part of instruction in the local school during the duration of the course.
5. Spend a minimum of one work day in a job shadow situation appropriate to a specific area of instruction.

# APPENDIX C

## EVALUATION REPORT

# Evaluation of CSRA CESA Project for Incremental Improvement in Career Education

Contact No. G0078C0015
Project No. 554AH80466
Entity No. 1-5811320-A1
GY & CAN No. 78-2006606

Robert B. Bartos and Lyle R. Smith

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# Evaluation of CSRA CESA Project for Incremental Improvement in Career Education

## INTRODUCTION

The main purpose of the career education project implemented in the Columbia County School System was to effect incremental improvements in two senior high schools, two junior high schools and nine elementary schools for replication by other systems in the CSRA CESA (Central Savannah River Area Cooperative Educational Services Agency) area and by other school systems throughout the state.

All nine elementary schools, K-7, two junior high schools, 8-9, and two senior high schools, 10-12, in the Columbia County School System participated in the implementation of the K-12 career education program. Career Education resource teachers were identified at each school to act as linking agents between the schools and the project staff. The project staff consisted of a locally funded Director, an elementary career education specialist, a junior high career education specialist, and a senior high career education specialist funded from the project.

The major emphasis in this project was the infusion of career education activities into the teaching of the basic skills. Career Education resource centers were established in the libraries of each school for student use. In addition, professional materials related to career education were placed in a centralized location for teacher use. At the junior and senior high school level a teacher advisor system was established to facilitate career guidance activities. Each teacher became an advisor for 20 to 30 students. Advisory meetings were conducted on a scheduled basis for one class period each month. At the senior high school level a mini EBCE program was also implemented through the gifted program to provide students an opportunity to explore career areas of interest. Following a week of orientation, students in EBCE worked for one full week at a learning station they chose. They did not attend school during this week.

Community Resource Guides were made available to every teacher in the school system. Every school was given a "core" of career education curriculum and instructional material. A materials guide was also developed and given to every teacher for ease in locating different career education materials. In addition, a draft set of career education activity handbooks was developed at the end of the project for each grade, K-7,and each subject area, 8-12.

Staff development activities were conducted through faculty meetings, small group meetings, on a one-to-one basis, and through formal career education workshops. These activities were conducted by the Project Staff as well as the career education resource teachers.

The participants in this project for the Columbia County School System consisted of thirteen schools. A total of 408 teachers and 8,042 students were involved to some degree in its implementation and evaluation.

## PROCESS

The process for the establishment and implementation of the project consisted of the following steps:

1. Employment of Project Staff

   Elementary Specialist, K-7
   Secondary Specialist, 8-12
   Project Director
   Career Educatin Aides

2. Orientation of Career Education Resource Teachers
3. Orientation at each Participating School
4. Review of Proposed Activities and Implementation

## MODEL COMPONENTS

The following are descriptions of components implemented into the general program to facilitate the Career Education Program:

### Elementary, K-7

Infusion Through Subject Areas: All teachers involved in the career education program were encouraged to:

1. relate the subjects being studied to real life situations
2. provide students opportunities to participate in activities which relate to various career areas
3. establish a classroom atmoshpere which provides students opportunities to develop good work habits, work values, and decision making and planning skills
4. help students understand themselves and others and develop positive self concepts
5. make career education visual through bulletin boards, posters, mobiles, display of student work, learning centers, etc.

Career Education Resource Centers in Library: In the library or media center, the librarians established career education centers where students could easily locate all available materials related to various career areas. These centers included informal reading materials, filmstrips and cassettes which students could use on an individual basis, attractive mobiles and posters which attract student interest, contests and games coordinated by the librarian, and center activities.

Career Guidance: In the classroom and through whatever means available, students were provided career guidance experiences which center on helping students understand themselves and others. Career Guidance was also a viable means of helping students develop good work values as well as providing an avenue for discussing career alternatives. One of the major outcomes of career guidance was to help students develop positive self concepts.

Hands-On Activities: Where appropriate and feasible, students were given opportunities for hands-on activities as they studied the basic skills. Such activities allowed students an opportunity to use the skills and concepts learned and therefore reinforce the learning experience.

## Junior High, 8-9

Infusion Through Subject Areas: Virtually the same type of activities as the Elementary Program.

Career Education Resource Centers in Library: These resource centers included the same type of material as outlined for the Elementary Program. In addition, more specific information on occupational clusters and specific careers was available to allow students opportunities to explore career alternatives. Information on the high school program was also in these centers.

Career Guidance: Students were provided career guidance experiences through the establishment of a Teacher Advisor System coordinated by the guidance counselor. Through this program each student met for one class period monthly with a Teacher Advisor. At the eighth and ninth grade levels the homeroom teacher served in the capacity of Teacher Advisor. The purpose of the system was to provide the teachers and students an informal avenue for career guidance and counseling. Topics covered included improving students' self awareness, work values and habits, decision making skills, career awareness, and knowledge of opportunites for continued education, including the high school program. At least two resource speakers visited each advisory group during the year to discuss a career area of interest to the students.

PECE Program (part of the regular vocational program): A Program of Education for Career Education was offered to all 8th grade students at Columbia Junior High and one half of the eighth grade students at Evans Junior High. In this program, students attended a PECE Class one class period per day for one semester as a part of their regular instructional program. The program consisted of three phases: job shadowing, group guidance, and related classroom activities. The combination of these activities allowed students to develop a base of knowledge and experience for making future educational, vocational, and/or work decisions. PECE is exploratory in nature and is so designed to train or prepare students for specific occupations. This class gave students an opportunity to explore various career areas and specific job titles of interest within these careers.

Mini Prevocational Courses (part of the regular vocational program): Mini courses in home economics, industrial arts, and business education, provided ninth grade students opportunities for in-depth exploration in specific occupational areas. Activities, such as constructing small structures, preparing and serving food, and distributing and selling a product, enabled students to examine various work roles and acquire manipulative skills and knowledge related to particular occupational areas.

### Senior High, 10-12

Infusion Through Subject Areas: Virtually the same type of activities as the Elementary Program.

Career Education Resource Centers in Library: These resource centers included the same type of material as outlined for the elementary and junior high programs. In addition, information on post secondary educational institutions, such as colleges and universities, vocational and technical schools, was available to the students. The Job Bank Microfische, provided by the State Labor Department, was placed in the center to give students an opportunity to explore the job openings, requirements, and salaries currently available throughout the St[illegible]f Georgia.

Career Guidance: The Teacher Advisor System similar to that offered at the junior high level, was provided for all students. Teacher Advisors were designated based on their interest in one of the fifteen occupational clusters. Students then chose an occupational cluster of interest to them and were then assigned to an appropriate advisor. The purpose of the teacher advisor system at this level was the same as that at the junior high level. More emphasis, however, was given toward improving students' knowledge of opportunities for continued education and/or employment as well as job seeking, getting, and holding skills. At least two resource speakers visited each advisory group during the year to discuss a career area of interest to the students.

Mini Experienced Based Career Education Program: Participation in EBCE provided students at all levels, 10-12, in the Gifted Program, opportunities for job shadowing experiences which relate the development of academic skills to selected occupational roles related to student interest, ability, and career aspirations. Job sites provided opportunities for students to explore in depth areas of potential career interest (both vocational avocational) through contact with a resource person, through hands-on shadowing experiences, and through other career and related academic activities. Students visited a job site for one week. They gained a direct involvement with business, industry, labor community. Classroom projects and activities were correlated with the job site experience for a period of from six to nine weeks. It is hoped that this course can be developed and offered as a summer school elective course in 1979.

Salable Skills: This program was designed to provide all students with the opportunity to acquire a salable skill through the completion of a competency-based instructional approach. Specific job skills, with corresponding identified and verified competencies, were learned through enrollment in a variety and combination of courses in general, vocational, or exceptional child courses and/or programs.

Placement and Follow-up: Both job and educational placement and follow-up services are offered to all seniors through the guidance department and through various vocational programs. Support has been provided through installation of the Job Bank Microfische in the Library Resource Center and, in conjunction, a working relationship with the Georgia State Employment Service has been established. Hopefully, during 1978-79, job and educational placement services offered through the guidance department can be expanded.

## Program Goals and Objectives

The following list of program goals and objectives for the career education model indicates the extent process and implementation have taken place within the Columbia County School District. This report does not evaluate the accomplishment of each goal and objective but does indirectly suggest through its statistical analysis a measure of success of each objective and goal.

Program Goal 1: (Elementary)

To develop and implement a career education model, grades K-7, in all nine Columbia County elementary schools.

1.1 To identify and describe model components for the elementary program.

1.2 To develop and implement the infusion component in at least 80% of all elementary classrooms representing all nine elementary schools.

1.3 To formulate and implement expanded hands-on alternatives in all nine elementary schools.

1.4 To formulate and implement the career guidance and counseling component in all nine elementary schools.

1.5 To formulate and establish a career education resource center in all nine elementary schools.

Program Goal 2: (Junior High School)

To develop and implement a career education model, grades 8 and 9, in all district junior high schools.

2.1 To identify and describe model components fot the junior high school program.

2.2 To develop and implement the exploration through subject area component in at least 80% of all junior high school classrooms.

2.3 To formulate and establish a career education resource center in both junior high schools.

2.4 To refine and implement the comprehensive career guidance and counseling program (Teacher Advisor System) in both Junior high schools.

Program Goal 3: (Senior High School)

To develop and implement a career education model, grades 10-12, in all district senior high schools.

3.1 To identify and describe model components for the senior high school program.

3.2 To formulate and establish a career education resource center in both senior high schools.

3.3 To refine and implement the comprehensive career guidance and counseling program (Teacher Advisor System) in both senior high schools.

3.4 To develop and implement the exploration through subject areas component in at least 80% of all senior high classrooms.

3.5 To develop and implement an experienced-based career education program (EBCE) in both senior high schools.

3.6 To develop and implement a salable skills program in both senior high schools.

3.7 To develop and implement a system through which all graduates and early school leavers will be provided job placement services.

3.8 To develop and implement a system through which follow-up data is collected from graduates and early school leavers.

Program Goal 4: (Program Facilitation)

To develop and implement a plan which will enhance and facilitate the fulfillment, dissemination, and emulation of resultant products for each program model component.

4.1 To develop and implement a system which will provide community resource information including guidelines for utilization to all involved educators.

4.2 To develop and implement a system which will provide career education curriculum and instructional materials to all involved educators.

4.3 To refine and implement a plan which will disseminate information to CSRA-CESA-LEA's.

4.4 To develop and implement a plan which will provide technical assistance to CSRA-CESA-LEA's.

4.5 To develop and implement a career education oriented staff development plan.

4.6 To develop and describe strategies directed at implementing all components of the career education model K-12.

Program Goal 5: (Evaluation)

To develop, validate and implement an evaluation design directed at collecting process and product data for all components of the career education model K-12.

5.1 To develop, in conjunction with a third party evaluator, an evaluation design directed at collecting process and student product data.

5.2 To implement the developed evaluation design.

5.3 To review and revise the evaluation design.

Program Goal 6: (Program Management)

To develop and implement a plan which will provide direction and assistance to the Career Education Staff in the attainment of program goals.

6.1 To develop and implement a managemant plan which reflects the individual responsibilities of all involved personnel.

6.2 To develop and implement a staffing plan including career education, district level and school-based personnel.

6.3 To develop and implement a system directed at involving district and school level administrators, parents, teachers, and community leaders.

6.4 To develop and implement a plan through which a working relationship is established between career education project staff and personnel involved in PECE, Mini- Pre- and CVAE Programs.

## DESIGN

The process design (Table 1) indicates the factors that were necessary for implementation and evaluation of the Career Education Project. This design was implemented initially to accomplish the major goals and objectives previously indicated.

TABLE 1

| rades | Student Process Instrument | Career Education Resource Teacher Process Evaluator | Project Staff Evaluation | Student Process Evaluation | Principal, Counselor, Teacher Process Evaluation |
|---|---|---|---|---|---|
| Elementary | CRT<br>SOS | Participation in Inservice<br>No. & Types of Activities Conducted and Coordinated | Implementation of various career education components as outlined in Management Plan | No. Field Trip<br>No. Resource Speakers<br>Exposure to Bread & Butterflies | Participation in Inservice<br>Use of Bread & Butterflies and DUSO for Career Guidance<br>Attitude<br>Completion of ICE Sheets |
| Elementa | PECE Test | Participation in Inservice<br>No. & Types of Activities Conducted and Coordinated | Implementation of various career education components as outlined in Management Plan | No. Field Trip<br>No. Resource Speakers<br>Exposure to Bread & Butterflies | Participation in Inservice<br>Use of Bread & Butterflies for Career Guidance<br>Attitude<br>Completion of ICE Sheets |
| Junior | PECE Test<br>CRT<br>SHARP | Participation in Inservice<br>No. & Types of Activities Conducted and Coordinated | Implementation of various career education components as outlined in Management Plan | No. Field Trips<br>No. Resource Speakers<br>Career Exploration Act | Participation in Inservice<br>Attitude<br>Completion of ICE Sheets<br>Use and effectiveness of Teacher Advisor System |
| Senior | PECE Test | Participation in Inservice | Implementation of various career education components as outlined in Management Plan | No. Field Trips<br>No. Resource Speakers<br>Use and effectiveness of Job Bank | Participation in Inservice<br>Attitude<br>Completion of ICE Sheets<br>Use and effectiveness of Teacher Advisor System<br>Implementation of Mini EBCE For Gifted |

chools to be involed, product & process: North Harlem Elementary (4), South Harlem Elementary (6), South Columbia Elementary (4 & 6), Columbia Junior High, Evans Junior High (9), Harlem High and Evans High (12)

Criterion Referenced Test in Career Development SOS=Self Observation Scale

CE=Program of Education for Career Exploration SHARP=Senior High Assessment of Reading Performance

## INSTRUMENTATION

As indicated by Table 1, a number of instruments were used to determine both the student and teacher advancement over the three year length of the Project. This final evaluation uses four process instruments in evaluating the Project. A description of these instruments follows:

### The Program of Exploration in Career Education Knowledge Test (PECE)

Developed by the Georgia State Department of Vocational Education, the PECE was revised in 1971 by William D. Myrick and Joan Weiss. The test was developed for administration to students in Grades 5-12 and includes the variables of knowledge of occupations, occupational requirements, and occupational environments.

The test consists of 75 items (19 matching, 27 true-false, and 29 multiple-choice) relating to such things as career awareness, career training and career decisionmaking. It purports to measure a student's level of sophistication in matters pertaining to the world of work.

### Self Observation Scales (SOS)

The SOS is a nationally normed, empirically validated, multi-dimensional instrument for measuring the way children perceive themselves (self-concept). The primary level of the SOS measures four dimensions of children's self concept. Each scale is labeled in a positive manner with high scores being most characteristic of the scale name. Reliability estimate on a test/retest is 0.85. The scales are as follows:

Scale I. Self Acceptance

Children with high scores view themselves positively and attribute to themselves qualities of happiness, importance and general competence.

They see themselves as being valued by peers, family, and teachers. Children with low scores see themselves as unhappy, lacking in general competence and of little importance to others.

Scale II. Social Maturity

Children with high scores on this scale know how they are supposed to think and feel in a variety of social situations. They have learned the importance of such notions as "fair play," "sharing," "perserverance," "helpfulness," and "generosity." Children with low scores on this scale have not learned these notions and are likely to evidence behaviors that most adults would characterize as selfish, inconsiderate, or immature.

Scale III. School Affiliation

Children with high scores view school as a positive influence in their lives. They enjoy going to school, and they enjoy the activities associated with school. Children with low scores view school as an unhappy place to be. They do not enjoy most school related activities and are negative about the importance of school in their lives.

Scale IV. Self Security

Children with high scores report a high level of emotional confidence or stability. They feel that they are in reasonable control of the factors that affect their lives and spend little time worrying over possible troubles. Children with low scores on this scale worry a great deal. They are concerned that something bad may happen and report feelings of nervousness.

## The Senior High Assessment of Reading Performance (SHARP)

The SHARP is a diagnostic and evaluative instrument that measures the ability of senior high school students to read and respond to materials typically encountered by adults in their daily lives.

It is intended that SHARP be used as a part of a diagnostic/prescriptive system through which students' needs are identified early enough for instructional intervention.

## Criterion Reference Testing on Career Development (CRT)

The CRT is an inventory of the desired behaviors and performances in a skills and content area. This particular CRT was on Career Development and the specific objectives dealt with Self-Understanding, Work and Occupation, Education, and Decision Making.

## Teacher Questionnaire

This questionnaire was developed to determine the extent to which each teacher participated in the project. It also elicited opinions concerning the teacher's perspective of the process of career development and its effect on students. A copy of the questionnaire can be found in Appendix C.

## EVALUATION

This longitudinal evaluation took into consideration the instruments previously described and those students who have been a part of the Project for the years 1976-77, 1977-78, and 1978-79. An evaluation scheme for this purpose is outlined in Table 2.

### TABLE 2

### Evaluation Scheme

| | 1976-77 | | 1977-78 | | 1978-79 | |
|---|---|---|---|---|---|---|
| SCHOOL | GRADE | TEST | GRADE | TEST | GRADE | TEST |
| South Columbia | 3 | SOS | 4 | SOS | 5 | SOS |
| | 5 | SOS | 6 | PECE | 7 | PECE |
| North Harlem | 3 | SOS | 4 | SOS | | |
| South Harlem | 5 | SOS | 6 | PECE | 5 | SOS |
| Col. Jr. High | 8 | PECE | 9 | PECE | 9 | SHARP |
| Harlem High | 11 | PECE | 12 | PECE | 10 | PECE |
| | | | | | | SHARP |
| Evan Jr. High | 8 | PECE | 9 | PECE | 9 | SHARP |
| Evans High | 11 | PECE | 12 | PECE | 10 | PECE |
| | | | | | 12 | SHARP |

Results concerning administrations of the PECE, SOS, SHARP, CRT, and Teacher Questionnaire follow.

The PECE results are shown in Table 3. A roster of PECE scores is presented in the appendices. It can be seen that there was a gradual improvement, from 1976 to 1979, in PECE scores. The t tests for correlated means were computed for all possible pairs of groups of scores. The only significant findings (.001 significance level) were that the 1979 PECE results were superior to all prior PECE results.

TABLE 3

PECE Results

| | Sample Size | Means for 1976-1979 |
|---|---|---|
| 1976-77 Pretest | 108 | 110.5 |
| 1976-77 Posttest | 103 | 110.8 |
| 1977-78 Pretest | 124 | 111.8 |
| 1977-78 Posttest | 118 | 112.1 |
| 1979 | 94 | 115.2 |

The SOS results are shown in Table 4. A roster of SOS scores is presented in the appendices. The t tests for correlated means were computed for each portion of the SOS. For Self-Acceptance, there was no significant difference between scores for any of the three times the test was administered. For Social Maturity, the 1976-77 scores and the 1978-79 scores were both superior to the 1977-78 scores (significance at the .001 level). For School Affiliation, the 1976-77 scores and the 1977-78 scores were both superior to the

1978-79 scores (significance at the .001 level). For Self-Security, the 1976-77 scores were superior to the 1977-78 scores (significance at the .10 level), the 1978-79 scores were superior to the 1976-77 scores (significance at the .06 level), and the 1978-79 scores were superior to the 1977-78 scores (significance at the .001 level).

These results are tempered by the fact that the test used in 1977-78 was referred to as an "intermediate test," whereas the 1976-77 and 1978-79 tests were referred to as "elementary tests."

TABLE 4

SOS Results

| Period | Sample Size | Self-Acceptance | Social Maturity | School Affiliation | Self-Security |
|---|---|---|---|---|---|
| 1976-77 | 111 | 50.3 | 54.3 | 52.6 | 50.4 |
| 1977-78 | 133 | 51.3 | 49.4 | 51.7 | 49.3 |
| 1978-79 | 108 | 51.0 | 54.3 | 43.8 | 53.9 |

The SHARP results are shown in Table 5. It can be seen that Evans Junior High scored generally higher than Columbia Junior High and Evans High School scored generally higher than Harlem High School.

TABLE 5

Means for Portions of SHARP
(Administered May 1979)

| | | Portion of Test | | | |
|---|---|---|---|---|---|
| School | n | Section 1 | Section 2 | Section 3 | Total |
| Columbia Junior High | 237 | 31.2 | 31.8 | 29.7 | 92.7 |
| Evans Junior High | 452 | 32.9 | 33.2 | 31.6 | 97.6 |
| Harlem High | 116 | 35.3 | 35.8 | 34.7 | 105.8 |
| Evans High | 252 | 36.4 | 36.7 | 35.3 | 108.4 |

The CRT results for Grade 4 are shown in Table 6. Sign tests were used to obtain the following results. In 1977, South Columbia Elementary scored significantly higher than North Harlem Elementary (at the .001 level).

The 1979 Georgia scores were significantly higher than the 1977 North Harlem Elementary scores (at the .01 level). There was no significant difference between 1977 South Columbia Elementary scores and 1979 Georgia scores.

In 1979, South Columbia Elementary scored higher than both North Harlem Elementary and Georgia (at the .001 level). Georgia scores were higher than North Harlem scores (at the .05 level). The 1979 Columbia County scores were superior to the 1979 Georgia scores (at the .01 level).

In comparing 1977 scores with 1979 scores, North Harlem Elementary scored significantly higher in 1979 than in 1977 (at the .05 level). South Columbia Elementary scored significantly higher in 1979 than in 1977 (at the .01 level).

TABLE 6

CRT Results for Careeer Development (Grade 4)

| | Percent of Students Achieving Objectives | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Area | Self-Understanding | | | | | | | Work and Occupation | | | | | | Education | | | Decision Making | | | |
| Objective Number | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| North Harlem Elem. 1977 | 65 | 60 | 41 | 57 | 44 | 59 | 45 | 61 | 67 | 49 | 49 | 51 | 45 | 60 | 64 | 56 | 35 | 56 | 55 | 43 |
| South Columbia Elem 1977 | 75 | 82 | 46 | 64 | 58 | 46 | 59 | 76 | 89 | 51 | 73 | 60 | 75 | 75 | 68 | 62 | 50 | 66 | 78 | 68 |
| orth Harlem Elem 1979 | 54 | 58 | 67 | 78 | 57 | 80 | 64 | 65 | 44 | 57 | 60 | 63 | 72 | 48 | 58 | 59 | 71 | 76 | 66 | 60 |
| South Columbia Elem 1979 | 82 | 82 | 74 | 85 | 76 | 85 | 82 | 87 | 61 | 80 | 94 | 81 | 92 | 65 | 80 | 83 | 85 | 93 | 84 | 71 |
| Columbia County 1979 | 73 | 70 | 66 | 76 | 67 | 84 | 78 | 75 | 47 | 73 | 80 | 72 | 84 | 57 | 68 | 70 | 79 | 77 | 73 | 61 |
| Georgia 1979 | 73 | 67 | 59 | 72 | 66 | 77 | 79 | 68 | 48 | 66 | 80 | 60 | 79 | 53 | 64 | 65 | 74 | 72 | 70 | 62 |

The CRT results for Grade 8 are shown in Table 7. Sign tests were used to obtain the following results. In 1977, Evans Junior High scored significantly higher than Columbia Junior High (at the .05 level). The 1979 Georgia scores were significantly higher than the Columbia Junior High 1977 scores (at the .05 level). There was no significant difference between the 1979 Georgia scores and the 1977 Evans Junior High scores, although the Georgia scores were higher in the "Work and Occupations" area and the Evans scores were higher in the "Self-Understanding" area.

In 1979, Evans Junior High scored higher than both Columbia Junior High and the Georgia scores (at the .001 level). The Georgia scores were higher than the Columbia Junior High scores (at the .01 level). The 1979 Columbia County scores were superior to the 1979 Georgia scores (at the .01 level).

In comparing 1977 scores with 1979 scores, there was no significant difference between Columbia Junior High 1977 scores and 1979 scores, although Columbia Junior High 1979 scores were superior to the 1977 scores in the "Work and Occupations" area. Evans Junior High scored significantly higher in 1979 than in 1977 (at the .01 level).

## TABLE 7

### CRT Results for Career Development (Grade 8)

| Area | Percent of Students Achieving Objectives | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Self-Understanding | | | | | | | Education | | | | | Work and Occupation | | | | Decision-Making | | | |
| Objective Number | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| Columbia Junior High 1977 | 60 | 72 | 72 | 63 | 87 | 58 | 61 | 36 | 77 | 57 | 84 | 61 | 51 | 43 | 34 | 33 | 83 | 65 | 64 | 50 |
| Evans Junior High 1977 | 72 | 71 | 78 | 70 | 91 | 64 | 68 | 44 | 72 | 75 | 88 | 69 | 50 | 40 | 43 | 41 | 86 | 63 | 74 | 51 |
| Columbia Junior High 1979 | 71 | 54 | 59 | 68 | 72 | 52 | 66 | 62 | 56 | 62 | 81 | 59 | 70 | 61 | 52 | 56 | 70 | 62 | 65 | 59 |
| Evans Junior High 1979 | 74 | 79 | 81 | 72 | 83 | 70 | 74 | 77 | 77 | 77 | 87 | 73 | 79 | 67 | 65 | 66 | 90 | 78 | 74 | 73 |
| Columbia County 1979 | 73 | 73 | 76 | 71 | 80 | 66 | 72 | 74 | 72 | 74 | 86 | 70 | 77 | 66 | 62 | 64 | 86 | 71 | 75 | 70 |
| Georgia 1979 | 70 | 67 | 74 | 68 | 74 | 63 | 70 | 69 | 75 | 71 | 77 | 64 | 74 | 63 | 62 | 59 | 76 | 66 | 70 | 73 |

The results of the Teacher Survey - Activities Section are shown in Table 8. The Project Director supplied "preferred answers" to this questionnaire, based on goals and objectives of Columbia County. (A copy of the questionnaire is included in the appendices). All means were close to the preferred answers except for means for items 5, 10, 15, 16, and 24, which were slightly lower than preferred answer scores.

### TABLE 8

### Means for Responses to Teacher Survey (1978-79)

### Activities Section

Points Assigned: Almost every day = 4, Once a week = 3, Once or twice a month = 2, Less than once a month = 1, Never = 0

1. 2.3
2. 1.2
3. 1.1
4. 0.9
5. 1.5
6. 1.4
7. 1.1
8. 0.3
9. 0.2
10. 0.8
11. 1.8
12. 1.0
13. 0.6
14. 0.8
15. 1.5
16. 1.2
17. 0.6
18. 0.8
19. 1.1
20. 0.6
21. 1.1
22. 0.4
23. 0.8
24. 1.5
25. 0.6
26. 0.5
27. 1.3
28. 1.7
29. 0.2
30. Answers varied greatly with less emphasis on e and g.
31. Total of 397 hours.

The results of the Teacher Survey - Opinions Section are shown in Table 9. The Project Director supplied "preferred answers" to this questionnaire, based on goals and objectives of Columbia County. (A copy of the questionnaire is presented in the appendices). The means were close to the preferred answers, except that the means for items 6, 8, 12, 16, 23, 25, 28, 34, 39, and 40 were somewhat higher than preferred answer scores and the means for items 3, 10, 13, 20, 35, 36, 37, and 38 were somewhat lower than preferred answer scores. It should be noted that the previous survey answers parallel the 1978-79 answers closely, except for discrepancies in Item 41.

## TABLE 9

### Means for Responses to Teacher Survey

### Opinion Section

The 1978-79 means are reported, as well as the means for the previous teacher survey, which are in parentheses. Points Assigned: Strongly Disagree = 1, Disagree = 2, Agree = 3, Strongly Agree = 4.

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1. | 2.9 (2.9) | 15. | 2.8 (2.9) | 29. | 2.2 (2.5) | 41. A. | 3.2 (3.2) |
| 2. | 1.9 (2.0) | 16. | 2.6 (2.2) | 30. | 2.1 (1.9) | B. | 2.9 (1.6) |
| 3. | 2.3 (2.2) | 17. | 3.0 (3.0) | 31. | 3.0 (3.1) | C. | 3.1 (1.6) |
| 4. | 3.1 (3.2) | 18. | 2.9 (2.8) | 32. | 3.3 (3.1) | D. | 3.6 (1.9) |
| 5. | 2.1 (2.0) | 19. | 2.1 (1.9) | 33. | 3.1 (3.0) | E. | 3.9 (1.9) |
| 6. | 2.7 (2.6) | 20. | 2.5 (2.7) | 34. | 2.4 (2.4) | F. | 3.6 (1.8) |
| 7. | 2.0 (2.2) | 21. | 2.1 (2.2) | 35. | 2.7 (2.7) | G. | 3.4 (3.5) |
| 8. | 2.9 (2.6) | 22. | 2.0 (1.8) | 36. | 2.7 (2.5) | H. | 3.4 (3.9) |
| 9. | 2.2 (2.2) | 23. | 2.3 (2.2) | 37. | 2.4 (2.5) | I. | 3.7 (1.2) |
| 10. | 2.5 (2.5) | 24. | 2.2 (2.1) | 38. | 2.1 (2.1) | | |
| 11. | 3.0 (3.0) | 25. | 2.6 (2.3) | 39. | 2.2 (2.0) | | |
| 12. | 2.4 (2.5) | 26. | 2.8 (2.8) | 40. | 2.3 (2.1) | | |
| 13. | 2.7 (2.5) | 27. | 3.2 (3.0) | | | | |
| 14. | 3.3 (3.3) | 28. | 2.6 (2.3) | | | | |

## CONCLUSIONS

While the purpose of this evaluation was to present results and statistical anlyses rather than to make inferences regarding the data, a few conclusions are in order. The results of the PECE and the CRT provide strong evidence that the career education program in Columbia County was somewhat of a success. Scores improved for both the PECE and the CRT, and often were higher than Georgia norms.

The SOS results are difficult to interpret, since an alternate form of the test was administered in 1977-78. One point that may be worthy of further investigation is that the SOS scores for School Affiliation decreased in 1973-79 as compared to previous years.

The 1978-79 responses to the Teacher Survey (Opinion Section) were remarkably similar to previous teacher responses on this survey, the only discrepancy being in Item 41. In general, teachers seemed to feel good about career education.

In the light of these results, it seems that the goals and objectives for the career education program in Columbia County have been at least partially met. The results of this evaluation are generally positive, and Columbia County should be commended for a job well done.

# Appendix A

## PECE Scores

| ID Number<br>SOUTH COLUMBIA | 1976-1977<br>Pre | <br>Post | 1977-1978<br>Pre | <br>Post | 1978-1979<br>Final |
|---|---|---|---|---|---|
| 6170 | 103 | | 102 | 99 | 106 |
| 6180 | 112 | 123 | 115 | | 135 |
| 6190 | 98 | | 101 | 111 | 12[illegible] |
| 6200 | 102 | 100 | 110 | 110 | 122 |
| 6230 | | 99 | 103 | 96 | 94 |
| 6240 | 104 | 101 | 98 | 100 | 108 |
| 6250 | 114 | | 117 | 123 | 125 |
| 6260 | | 114 | 115 | 121 | 123 |
| 6660 | | 109 | 115 | 112 | |
| 6750 | 106 | 106 | 112 | | 115 |
| 6770 | 106 | 104 | 97 | 98 | |
| 6780 | | 130 | 129 | 129 | 137 |
| 6800 | 115 | 93 | 97 | 103 | |
| 6470 | 113 | 116 | 132 | 130 | 130 |
| 6630 | 104 | 100 | 108 | 96 | 98 |
| 6610 | 99 | 107 | 101 | 105 | |
| 6620 | 107 | 118 | 124 | 116 | 126 |
| 6490 | 113 | 99 | 104 | 103 | 105 |
| 6510 | 104 | 112 | 99 | 97 | 107 |
| 6520 | 106 | 102 | 88 | 104 | |
| 6530 | 129 | | 127 | | |
| 6570 | 102 | 98 | 105 | 99 | 117 |
| 6580 | 104 | 100 | 99 | 102 | 102 |

| | 1976-1977 | | 1977-1978 | | 1978-1979 |
|---|---|---|---|---|---|
| ID Number SOUTH COLUMBIA | Pre | Post | Pre | Post | Final |
| 6590 | 111 | 119 | 119 | 116 | 121 |
| 6600 | 103 | 112 | 104 | 123 | 118 |
| 6270 | 113 | | 117 | 125 | 129 |
| 6300 | 103 | 101 | 103 | 106 | 126 |
| 6310 | | 119 | 113 | | 131 |
| 6340 | | 128 | 103 | 103 | 121 |
| 6350 | 111 | 105 | 112 | 116 | 121 |
| 6380 | 103 | | 112 | 111 | |
| 6640 | 108 | 107 | 108 | 96 | 100 |
| 6820 | | 118 | 120 | | |
| 6850 | | 119 | | | 119 |
| 6720 | 109 | | 108 | 102 | 118 |
| 6730 | 102 | 114 | 119 | 119 | |
| 6690 | 106 | 109 | 104 | 102 | 115 |
| 6150 | 106 | 101 | 106 | | 115 |
| 6430 | 114 | 114 | 99 | 103 | 102 |
| 6450 | 102 | 107 | 110 | 104 | 110 |
| SOUTH HARLEM | | | | | |
| 9020 | | 96 | 104 | 104 | 109 |
| 9040 | 104 | 107 | 97 | 99 | 119 |
| 9050 | | | 104 | 107 | 129 |
| 9070 | 101 | 103 | 107 | 106 | 122 |
| 9090 | 101 | 101 | 107 | 109 | |

| ID Number | 1976-1977 | | 1977-1978 | | 1978-1979 |
|---|---|---|---|---|---|
| SOUTH HARLEM | Pre | Post | Pre | Post | Final |
| 9100 | 95 | 102 | 97 | 107 | 114 |
| 8870 | 104 | 105 | 110 | 111 | 118 |
| 8900 | 110 | 112 | 106 | 75 | |
| 8910 | 99 | 96 | 96 | 104 | 118 |
| 8920 | 117 | 115 | 113 | 115 | 118 |
| 8930 | | 95 | 107 | 102 | 122 |
| 8940 | | 113 | 123 | 124 | 131 |
| 8700 | 108 | 121 | 113 | 124 | 122 |
| 8710 | 113 | 108 | 107 | 118 | 130 |
| 8730 | 114 | 106 | 103 | 110 | |
| 8560 | 95 | 104 | 106 | 113 | 122 |
| 8570 | 116 | 118 | 109 | 117 | 128 |
| 8740 | 103 | | 106 | 110 | |
| 8750 | 108 | | 109 | 101 | 104 |
| 8760 | | 103 | 108 | 107 | |
| 8770 | 111 | 108 | 100 | 100 | |
| 8360 | 110 | 108 | 115 | 120 | |
| 8380 | 113 | 106 | 110 | 110 | 121 |
| 8390 | 109 | | 110 | 110 | |
| 8410 | 115 | 121 | 119 | 126 | |
| 8270 | 113 | 111 | 108 | 119 | |
| 8280 | 113 | 117 | 117 | 107 | 124 |
| 8290 | 117 | 111 | 103 | 116 | 124 |

| ID Number | 1976-1977 | | 1977-1978 | | 1978-1979 |
|---|---|---|---|---|---|
| SOUTH HARLEM | Pre | Post | Pre | Post | Final |
| 8590 | 110 | | 101 | 111 | 110 |
| 8600 | 107 | | 106 | 114 | 127 |
| 8610 | 124 | | 107 | 119 | 129 |
| 8630 | 119 | | 125 | 100 | 131 |
| 8640 | 108 | 108 | 108 | 121 | 125 |
| 8650 | | 91 | 102 | 108 | 120 |
| 8660 | 123 | 112 | 115 | 122 | 118 |
| 8670 | 99 | 116 | 127 | 129 | |
| 8680 | 124 | 116 | 116 | 123 | 128 |
| 8780 | 91 | 103 | 95 | 89 | 108 |
| 8800 | 117 | | 100 | 96 | 101 |
| 8810 | 100 | 110 | 107 | 75 | 96 |
| 8830 | 104 | 104 | 99 | 102 | 113 |
| 8860 | 113 | 126 | 123 | 126 | 129 |
| 8140 | 101 | 105 | 110 | 108 | 107 |
| 8150 | 97 | 99 | 103 | 101 | |
| 8160 | 97 | 96 | 98 | 104 | |
| 8220 | 104 | 103 | 99 | 107 | 119 |
| 8230 | | 104 | 100 | 107 | 115 |
| 8240 | 106 | 98 | 107 | 117 | 111 |
| 8420 | 100 | 110 | 103 | 108 | 117 |
| 8090 | | 121 | 126 | 129 | 129 |
| 8100 | 114 | 102 | 118 | 116 | 126 |

| | 1976-1977 | | 1977-1978 | | 1978-1979 |
|---|---|---|---|---|---|
| ID Number SOUTH HARLEM | Pre | Post | Pre | Post | Final |
| 8120 | 110 | | 128 | 75 | |
| 8470 | 112 | 93 | 99 | 105 | 118 |
| 8480 | 120 | 106 | 100 | 111 | 108 |
| 8520 | 114 | 105 | 105 | 101 | 119 |
| 8540 | 108 | 107 | 117 | 127 | 121 |
| 8430 | 108 | 115 | 113 | 112 | 118 |
| 8440 | 99 | 114 | 109 | 112 | 120 |
| 8990 | 106 | 106 | 108 | 110 | 117 |
| 9010 | 104 | 100 | 105 | 106 | 113 |
| 913015 | 124 | 132 | 130 | 132 | |
| 913025 | 113 | 112 | 122 | 123 | 131 |
| 915004 | 123 | 126 | 125 | 119 | 131 |
| 915007 | | 116 | 129 | 131 | 132 |
| 915016 | 128 | 133 | 132 | 133 | 133 |
| 916005 | 114 | 101 | 127 | 117 | |
| 916007 | 100 | | 102 | 107 | |
| 916011 | 114 | | 112 | 116 | 129 |
| 916012 | 125 | 124 | 120 | 127 | 124 |
| 916017 | 120 | 132 | 140 | 139 | |
| 919006 | 122 | 116 | 116 | 116 | 139 |
| 919022 | 132 | 127 | 134 | 137 | |
| 920026 | 118 | 136 | 134 | 136 | 137 |
| 923002 | 104 | | 104 | | 125 |
| 924019 | 117 | 124 | 126 | 127 | |

| ID Number | 1976-1977 | | 1977-1978 | | 1978-1979 |
|---|---|---|---|---|---|
| SOUTH HARLEM | Pre | Post | Pre | Post | Final |
| 925032 | 127 | 137 | 135 | 138 | 138 |
| 927022 | 134 | 101 | 115 | 100 | 115 |
| 928016 | 128 | 125 | 126 | 128 | |
| 928024 | 131 | | 131 | 126 | 130 |
| 929001 | 122 | 123 | 135 | 127 | 131 |
| 929007 | 114 | 124 | 118 | 103 | |
| 929021 | 114 | 112 | 109 | 97 | 107 |
| 929022 | 110 | 114 | 118 | 117 | 115 |
| 4410 | 127 | | 137 | 141 | |
| 4420 | | 128 | 128 | 134 | |
| 4690 | 113 | | 119 | 120 | |
| 274690 | | | | | |
| 304410 | | | | | 139 |
| 314420 | | | | | 132 |

## Appendix B

## SOS Scores

## SOS TEST SCORES

A = Self-Acceptance, B = Social Maturity, C = School Affiliation, D = Self-Security

| ID Number | 1976-1977 | | | | 1977-1978 | | | | 1978-1979 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| NORTH HARLEM | A | B | C | D | A | B | C | D | A | B | C | D |
| 091 | 55 | 54 | 55 | 52 | 53 | 55 | 56 | 58 | 60 | 49 | 61 | 49 |
| 149 | 41 | 49 | 57 | 46 | 40 | 42 | 54 | 61 | 45 | 42 | 29 | 58 |
| 089 | 26 | 34 | 29 | 41 | 34 | 27 | 62 | 46 | | | | |
| 120 | | | | | 60 | 56 | 42 | 44 | 50 | 43 | 29 | 52 |
| 090 | 42 | 42 | 34 | 59 | 54 | 59 | 53 | 48 | 55 | 48 | 46 | 54 |
| 105 | 34 | 53 | 59 | 41 | 47 | 54 | 48 | 34 | 56 | 57 | 47 | 66 |
| 189 | 59 | 59 | 59 | 53 | 61 | 58 | 60 | 63 | | | | |
| 166 | 41 | 52 | 61 | 43 | 25 | 35 | 36 | 31 | 32 | 42 | 35 | 35 |
| 138 | 53 | 53 | 47 | 44 | 58 | 50 | 41 | 38 | 41 | 55 | 32 | 40 |
| 114 | | | | | 36 | 47 | 37 | 43 | | | | |
| 169 | 47 | 46 | 44 | 45 | 33 | 26 | 66 | 42 | 42 | 41 | 32 | 55 |
| 104 | 62 | 62 | 60 | 61 | 62 | 54 | 65 | 62 | 59 | 55 | 34 | 70 |
| 132 | 45 | 57 | 47 | 56 | 55 | 57 | 45 | 49 | 50 | 52 | 47 | 58 |
| 115 | 39 | 58 | 52 | 45 | 34 | 42 | 60 | 33 | 54 | 66 | 40 | 43 |
| 170 | 51 | 55 | 50 | 53 | 23 | 29 | 56 | 25 | 55 | 53 | 58 | 58 |
| 119 | 59 | 63 | 62 | 47 | 65 | 59 | 57 | 51 | | | | |
| 123 | 36 | 53 | 56 | 43 | 54 | 53 | 61 | 35 | 53 | 53 | 55 | 38 |
| 125 | | | | | 57 | 62 | 34 | 56 | | | | |
| 126 | 60 | 56 | 54 | 48 | 52 | 38 | 45 | 34 | 50 | 52 | 49 | 51 |
| 182 | | | | | 47 | 51 | 35 | 49 | 42 | 44 | 40 | 55 |
| 128 | 58 | 55 | 58 | 39 | 58 | 49 | 63 | 44 | 39 | 59 | 48 | 41 |
| 129 | 62 | 55 | 59 | 55 | 66 | 51 | 68 | 52 | 62 | 61 | 69 | 64 |

| ID Number | 1976-1977 | | | | 1977-1978 | | | | 1978-1979 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| NORTH HARLEM | A | B | C | D | A | B | C | D | A | B | C | D |
| 100 | 46 | 52 | 56 | 40 | 64 | 46 | 71 | 53 | | | | |
| 001 | | | | | 42 | 45 | 51 | 41 | 31 | 51 | 22 | 48 |
| 103 | 59 | 53 | 61 | 49 | 51 | 47 | 37 | 30 | 45 | 50 | 44 | 36 |
| 160 | 50 | 49 | 49 | 43 | 61 | 51 | 63 | 59 | 59 | 59 | 44 | 63 |
| 135 | 60 | 57 | 56 | 52 | 60 | 57 | 64 | 57 | 59 | 59 | 44 | 63 |
| 165 | 54 | 54 | 58 | 45 | 52 | 55 | 50 | 50 | 43 | 57 | 38 | 58 |
| 190 | 65 | 56 | 58 | 61 | 57 | 40 | 69 | 57 | 62 | 58 | 56 | 63 |
| 109 | 46 | 47 | 46 | 41 | 45 | 21 | 53 | 40 | 42 | 54 | 48 | 38 |
| 191 | 61 | 59 | 57 | 65 | 33 | 37 | 52 | 40 | 62 | 56 | 61 | 63 |
| 192 | 49 | 58 | 60 | 47 | 57 | 48 | 64 | 49 | | | | |
| 141 | 53 | 42 | 59 | 32 | 46 | 29 | 71 | 43 | 58 | 49 | 56 | 54 |
| 171 | 60 | 59 | 61 | 57 | 58 | 48 | 54 | 41 | 57 | 51 | 49 | 32 |
| 088 | 57 | 59 | 60 | 62 | 58 | 58 | 43 | 54 | | | | |
| 117 | | | | | 59 | 63 | 44 | 53 | 61 | 58 | 50 | 66 |
| 145 | | | | | 59 | 57 | 53 | 58 | 54 | 53 | 46 | 70 |
| 173 | 51 | 43 | 49 | 34 | 32 | 30 | 38 | 44 | 48 | 49 | 30 | 57 |
| 178 | 61 | 61 | 60 | 64 | 51 | 45 | 46 | 55 | 48 | 49 | 30 | 57 |
| 097 | 60 | 65 | 61 | 58 | 61 | 55 | 65 | 60 | 62 | 59 | 58 | 61 |
| 181 | 45 | 55 | 59 | 41 | 47 | 52 | 34 | 42 | 44 | 54 | 37 | 50 |
| 157 | 54 | 59 | 58 | 46 | 43 | 59 | 51 | 49 | 45 | 52 | 28 | 61 |
| 131 | 43 | 50 | 57 | 40 | 58 | 57 | 50 | 42 | 61 | 53 | 56 | 58 |
| 184 | 45 | 57 | 48 | 41 | 39 | 51 | 43 | 41 | | | | |
| 186 | 40 | 45 | 59 | 48 | 28 | 42 | 36 | 58 | 50 | 50 | 57 | 44 |
| 136 | 52 | 57 | 48 | 49 | 51 | 57 | 31 | 44 | 39 | 47 | 23 | 48 |

| ID Number | 1976-1977 | | | | 1977-1978 | | | | 1978-1979 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| NORTH HARLEM | A | B | C | D | A | B | C | D | A | B | C | D |
| 137 | 58 | 59 | 59 | 58 | 55 | 55 | 36 | 61 | 57 | 49 | 26 | 59 |
| 105 | | | | | 58 | 55 | 60 | 62 | 47 | 50 | 36 | 65 |
| 107 | 58 | 63 | 46 | 63 | 46 | 48 | 32 | 40 | 50 | 52 | 30 | 48 |
| 188 | 57 | 58 | 54 | 43 | 51 | 51 | 35 | 49 | 55 | 54 | 39 | 48 |
| 140 | 59 | 58 | 46 | 63 | 61 | 61 | 43 | 67 | 61 | 61 | 51 | 67 |
| 193 | 48 | 60 | 49 | 57 | 35 | 14 | 53 | 48 | 52 | 55 | 31 | 63 |
| 195 | 50 | 57 | 58 | 44 | 40 | 43 | 47 | 43 | 40 | 45 | 26 | 55 |
| 133 | | | | | 45 | 28 | 72 | 48 | 46 | 60 | 62 | 48 |
| 146 | 49 | 60 | 57 | 48 | 19 | 31 | 38 | 62 | 38 | 50 | 52 | 37 |
| 143 | 29 | 56 | 48 | 41 | 38 | 44 | 48 | 26 | 22 | 46 | 35 | 35 |
| 158 | 49 | 61 | 60 | 46 | 45 | 35 | 62 | 43 | 42 | 47 | 29 | 43 |
| 159 | 46 | 62 | 59 | 57 | 62 | 55 | 63 | 49 | 51 | 57 | 32 | 47 |
| 087 | 46 | 55 | 61 | 44 | 40 | 49 | 48 | 32 | 33 | 56 | 58 | 33 |
| 093 | 55 | 61 | 60 | 61 | 59 | 49 | 61 | 64 | 56 | 58 | 50 | 54 |
| 124 | 48 | 54 | 54 | 44 | 49 | 36 | 53 | 49 | 39 | 48 | 31 | 46 |
| 116 | 63 | 58 | 58 | 61 | 61 | 54 | 52 | 50 | 34 | 34 | 20 | 47 |
| 111 | 55 | 61 | 61 | 55 | 50 | 64 | 56 | 54 | | | | |
| 152 | 48 | 61 | 53 | 46 | 52 | 57 | 50 | 40 | 51 | 53 | 22 | 70 |
| 153 | 45 | 55 | 52 | 58 | 53 | 43 | 63 | 37 | 50 | 52 | 31 | 39 |
| 121 | 61 | 63 | 54 | 61 | 59 | 57 | 59 | 57 | 61 | 57 | 51 | 63 |
| 094 | 51 | 49 | 28 | 58 | 47 | 53 | 44 | 61 | 51 | 51 | 38 | 56 |
| 095 | 63 | 61 | 59 | 64 | 64 | 52 | 65 | 58 | 61 | 63 | 57 | 66 |
| 147 | 46 | 57 | 41 | 49 | 46 | 52 | 39 | 46 | 46 | 58 | 39 | 48 |
| 176 | 57 | 59 | 61 | 50 | 57 | 63 | 36 | 53 | 56 | 49 | 24 | 67 |

| ID Number | 1976-1977 | | | | 1977-1978 | | | | 1978-1979 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| NORTH HARLEM | A | B | C | D | A | B | C | D | A | B | C | D |
| 156 | 43 | 44 | 59 | 45 | 58 | 53 | 39 | 52 | 61 | 52 | 58 | 45 |
| 127 | 36 | 53 | 57 | 43 | 54 | 42 | 68 | 41 | 46 | 62 | 60 | 39 |
| 096 | 45 | 58 | 61 | 38 | 37 | 44 | 58 | 41 | | | | |
| 155 | | | | | 56 | 52 | 52 | 41 | 58 | 65 | 61 | 54 |
| 177 | | | | | 60 | 55 | 54 | 66 | 32 | 34 | 18 | 47 |
| SOUTH COLUMBIA | | | | | | | | | | | | |
| 065 | 48 | 51 | 55 | 34 | 44 | 56 | 40 | 38 | 58 | 57 | 43 | 60 |
| 002 | 47 | 28 | 28 | 58 | 31 | 33 | 36 | 74 | | | | |
| 047 | 50 | 60 | 59 | 52 | 61 | 53 | 62 | 63 | 61 | 62 | 46 | 52 |
| 068 | 43 | 52 | 45 | 42 | 38 | 46 | 47 | 58 | 59 | 61 | 48 | 63 |
| 057 | | | | | 60 | 56 | 60 | 63 | 55 | 57 | 39 | 67 |
| 026 | 55 | 51 | 60 | 39 | 46 | 49 | 55 | 30 | | | | |
| 025 | 61 | 63 | 61 | 60 | 59 | 43 | 67 | 64 | 58 | 56 | 47 | 62 |
| 038 | 43 | 51 | 58 | 49 | 38 | 48 | 53 | 44 | 40 | 53 | 47 | 42 |
| 007 | 42 | 44 | 29 | 45 | 58 | 45 | 63 | 37 | 61 | 56 | 44 | 57 |
| 029 | 61 | 60 | 57 | 62 | 54 | 53 | 32 | 41 | 52 | 50 | 32 | 67 |
| 071 | 61 | 60 | 59 | 65 | 61 | 56 | 63 | 63 | 62 | 63 | 56 | 64 |
| 072 | 38 | 62 | 51 | 61 | 54 | 61 | 40 | 56 | 58 | 62 | 47 | 59 |
| 036 | 58 | 65 | 61 | 59 | 62 | 53 | 64 | 47 | 59 | 59 | 39 | 70 |
| 060 | 50 | 47 | 53 | 55 | 60 | 53 | 65 | 61 | | | | |
| 061 | 63 | 48 | 59 | 59 | 59 | 53 | 59 | 69 | 63 | 58 | 53 | 68 |
| 077 | 49 | 56 | 56 | 44 | 56 | 54 | 48 | 53 | 55 | 60 | 54 | 58 |
| 081 | | | | | 25 | 13 | 56 | 36 | 47 | 45 | 43 | 49 |
| 021 | 54 | 60 | 58 | 55 | 50 | 60 | 33 | 34 | 42 | 57 | 34 | 41 |

| ID Number | 1976-1977 | | | | 1977-1978 | | | | 1978-1979 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| SOUTH COLUMBIA | A | B | C | D | A | B | C | D | A | B | C | D |
| 064 | | | | | 60 | 57 | 38 | 63 | 60 | 58 | 47 | 67 |
| 001 | 58 | 61 | 56 | 54 | 47 | 41 | 49 | 43 | | | | |
| 022 | 60 | 52 | 53 | 57 | 63 | 46 | 67 | 61 | 59 | 59 | 45 | 67 |
| 045 | 41 | 48 | 55 | 47 | 51 | 40 | 64 | 28 | | | | |
| 004 | 60 | 61 | 50 | 50 | 60 | 55 | 63 | 46 | | | | |
| 008 | | | | | 55 | 59 | 47 | 61 | 63 | 62 | 60 | 67 |
| 011 | 37 | 32 | 18 | 66 | 30 | 36 | 34 | 66 | 5852 | | 27 | 70 |
| 035 | 44 | 61 | 61 | 49 | 44 | 48 | 54 | 49 | 37 | 58 | 36 | 50 |
| 058 | 58 | 58 | 33 | 65 | 58 | 56 | 53 | 55 | | | | |
| 038 | 55 | 49 | 57 | 39 | 46 | 42 | 56 | 48 | | | | |
| 039 | 59 | 58 | 60 | 55 | 56 | 45 | 61 | 56 | 50 | 52 | 50 | 44 |
| 040 | | | | | 58 | 60 | 43 | 55 | 58 | 63 | 59 | 53 |
| 013 | 25 | 51 | 36 | 50 | 48 | 36 | 51 | 53 | 60 | 64 | 61 | 58 |
| 107 | | | | | 60 | 55 | 58 | 60 | | | | |
| 042 | 57 | 52 | 60 | 43 | 61 | 51 | 63 | 48 | | | | |
| 043 | 53 | 53 | 63 | 39 | 45 | 19 | 75 | 39 | 57 | 57 | 62 | 40 |
| 015 | 43 | 57 | 47 | 53 | 54 | 62 | 36 | 44 | 54 | 62 | 57 | 44 |
| 079 | 37 | 38 | 53 | 54 | 54 | 65 | 42 | 53 | 58 | 56 | 46 | 61 |
| 080 | 42 | 61 | 61 | 42 | 54 | 34 | 66 | 47 | 49 | 54 | 41 | 45 |
| 115 | 40 | 46 | 56 | 35 | 58 | 61 | 38 | 45 | 52 | 48 | 28 | 48 |
| 082 | 62 | 59 | 56 | 65 | 60 | 59 | 39 | 61 | 62 | 60 | 56 | 68 |
| 066 | 50 | 55 | 54 | 46 | 60 | 60 | 48 | 43 | 36 | 55 | 35 | 51 |
| 003 | 42 | 52 | 57 | 35 | 62 | 59 | 59 | 41 | 40 | 57 | 56 | 46 |

| ID Number | 1976-1977 | | | | 1977-1978 | | | | 1978-1979 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| SOUTH COLUMBIA | A | B | C | D | A | B | C | D | A | B | C | D |
| 073 | 60 | 49 | 39 | 52 | 62 | 50 | 45 | 67 | | | | |
| 062 | 35 | 54 | 35 | 52 | 51 | 51 | 62 | 39 | 56 | 57 | 53 | 60 |
| 046 | | | | | 61 | 58 | 61 | 58 | | | | |
| 014 | 33 | 27 | 19 | 61 | 48 | 33 | 47 | 65 | | | | |
| 069 | 42 | 47 | 54 | 28 | 50 | 49 | 58 | 31 | 53 | 58 | 53 | 37 |
| 029 | 64 | 57 | 59 | 60 | 62 | 59 | 59 | 53 | 58 | 53 | 37 | 63 |
| 084 | 60 | 60 | 56 | 59 | 61 | 57 | 60 | 67 | 61 | 62 | 58 | 62 |
| 023 | 56 | 59 | 51 | 43 | 61 | 57 | 53 | 49 | 63 | 61 | 56 | 67 |
| 021 | | | | | 62 | 57 | 52 | 47 | 58 | 65 | 61 | 53 |
| 024 | 52 | 60 | 43 | 61 | 62 | 59 | 45 | 53 | 62 | 60 | 44 | 64 |
| 052 | | | | | 62 | 56 | 57 | 53 | 46 | 62 | 51 | 51 |
| 019 | 42 | 43 | 31 | 37 | 33 | 51 | 33 | 43 | 43 | 48 | 31 | 50 |
| 056 | 42 | 45 | 30 | 62 | 59 | 63 | 30 | 53 | 31 | 52 | 23 | 55 |
| 034 | 53 | 63 | 56 | 50 | 52 | 59 | 53 | 60 | 58 | 65 | 54 | 55 |
| 018 | 56 | 58 | 57 | 59 | 54 | 59 | 58 | 32 | | | | |
| 016 | | | | | 37 | 58 | 42 | 35 | 50 | 58 | 41 | 50 |
| 006 | | | | | 57 | 55 | 45 | 57 | 49 | 53 | 47 | 49 |